

# Economics SAC Program Review

**Portland Community College**

**Submitted February, 2015**

This review summarizes economics as a discipline, identifies how the economics discipline helps the college achieve its mission, the core outcomes for our students, how we assess these outcomes, how economics fits into other programs at Portland Community College (PCC) and the 4-year university programs, the strengths of our program, the challenges we face, the goals we hope to achieve, and the resources that are needed from the college to help us improve the education we provide to our students. The review of the economics discipline at PCC is based on discussions within the PCC economics SAC, and with the faculty in Portland State University's Economics Department. It also includes an analysis of PCC institutional research data, student surveys of the economics faculty at PCC, economics faculty surveys, and data provided by the PSU economics department.

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# Academic Program Review - Economics (2015)

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## Purpose of Program/Discipline Review

- Inform the college community about a Career and Technical Education (CTE) program or Lower Division Collegiate (LDC) and Developmental Education discipline.
- Give Subject Area Committees (SACs) an opportunity to study specific topics related to the enhancement of student learning.
- Provide a forum for each SAC's findings to be communicated to Administration, during which the SAC and Administration can explore and determine ways to address the recommended improvements (including timelines and "check-in" points for follow-up actions between reviews).
- Create written records of what is working well, what can be improved, and specific plans for implementing chosen improvements.
- Collect information that will contribute to institutional assessment and improvement.

## 1. Program/Discipline Overview:

### A. What are the educational goals or objectives of this program/discipline?

Our mission is to increase economic literacy. The overriding goal of the economics faculty at PCC is two-fold. One goal is to help students learn about the ways in which economists seek to explain economic events and phenomena. That is, to understand our vocabulary and to understand the different theoretical ideas that compose the larger body of the discipline so students can more effectively participate in the economy and society as consumers, workers and voters. Our other goal is to prepare students for their continuing studies, whether those studies include additional economics courses or not. In our lower-division core courses, we teach economic history, terminology, basic concepts and theories. We boost critical thinking, analytical skills and students' ability to understand contemporary issues via an increased literacy of economic news and arguments. Basic economic terminology, theories and models are introduced and applied to contemporary issues in all of our courses. We do not teach upper-division courses with advanced economic theory or models.

### How do these compare with national or professional program/discipline trends or guidelines?

There are no official national economics course guidelines. However, at the introductory (college sophomore) level, there are generally accepted course subdivisions. The most universal ones are microeconomics and macroeconomics. There are numerous courses and textbooks available that follow this division at not just the introductory level, but also at the intermediate and advanced level. This has been the case for many decades and it is not likely to change in the next several decades. The core theories that are covered at

PCC in introductory microeconomics (EC201) and macroeconomics (EC202) are the same at virtually any college or university in Oregon, in the USA, and around the world.

What does vary is the depth of coverage of those theories, how those theories are related to current events, critiques of the prevailing orthodox theories, and the introduction of a more theoretically pluralistic course content. Another variable is the variety of other courses that are available in economic history, history of economic thought, international economics, and economic issues. Because of the diversity of approaches in teaching economics and the variety of economic issues, there is little in the way of standardization of what is offered at various colleges and universities around the US. The greatest variety will be found in courses that cover contemporary issues. Since those issues are always changing, economics issues courses will change as well.

The closest thing we have to a national standard is perhaps the *Test of Understanding of College Economics* by William B. Walstad and Ken Rebeck. This test is now in the 4<sup>th</sup> edition. The first edition was developed over 40 years ago and was made available for use by introductory college economics teachers and researchers. Revising this exam and making it available is a joint effort of the American Economic Association and the National Council on Economic Education. This exam has two parts. One part covers microeconomics and the other part covers macroeconomics. It has been reviewed and discussed by the SAC. The questions in this exam cover the same material and are similar to the exams in use by PCC economics faculty. The exam is available for use by PCC faculty and has been used on occasion in the past at PCC.

What we do know, from conversations with Portland State University economics faculty and from reading syllabi at various colleges and universities in Oregon, is that the PCC economics curriculum closely matches what is being taught at the sophomore level across Oregon as well as the rest of the nation.

**Have they changed since the last review, or are they expected to change in the next five years?**

Our goals have not changed since our last review in 2009 and we do not anticipate a change in these basic goals within the next 5 years.

**B. Please summarize changes that have been made since the last review.**

What has changed is the amount time, effort, and energy devoted to student assessment. Specifically, the economics SAC has developed and regularly revised student assessment techniques while simultaneously evaluating and discussing how well our students are performing in the way of understanding the economic ideas associated with the core outcomes embedded in our assessment program. By visiting and revisiting student assessment the economics faculty at PCC has been able to more critically

examine our ability to achieve the goal of increased economic literacy among our students.

- C. **Were any of the changes made as a result of the last review? If so, please describe the rationale and result.**

The outcome of the previous review was not a major factor in stimulating changes to the educational goals and objectives of the economics discipline at PCC.

**2. Outcomes and Assessment: reflect on learning outcomes and assessment, teaching methodologies, and content in order to improve the quality of teaching, learning and student success.**

- A. **Course-Level Outcomes: Identify and give examples of changes made in instruction to improve students' attainment of course outcomes that were made as a result of assessment of student learning. Where key sequences exist (for example, MTH, WR, RD, ESOL) also include information about any assessment-driven changes to improve student success at each level.**

The economics SAC has devoted the entirety of its assessment goals and projects towards students enrolled in either Economics 201: *Principles of Microeconomics* or Economics 202: *Principles of Macroeconomics*. On the basis of several years of student assessment projects, reports, and reflection, the economics SAC has determined that there are sound and conscientious changes to instruction that have the promise to improve students' attainment of course outcomes. The following outlines ways in which economics instructors have begun to utilize the results of assessment projects in an effort to improve student learning and comprehension.

EC 201 instructors have reported spending more time relating to students how the graphical analysis component of the course is intended to assist students with their understanding of economic concepts. Instructors will ask students to more frequently express economic ideas in graphical form. Importantly, in an effort to assess whether students are fully grasping concepts, instructors, through assessment, have provided students with more variations of topics that were presented in class.

EC 202 instructors have begun to spend more time in the classroom helping students understand how economic events and policies can influence their lives directly and those in their communities. Instructors are now more apt to ask students to reflect on their own ideologies more before giving the assessment as class discussion or individual reflective writing. Instructors are increasingly attempting to foster confidence in students such that students are more open to having an opinion based on what they have learned.

As a final note, the issue of key sequences has not been relevant to economics courses due to the fact that the majority of economics students enroll in EC 200, EC 201, and EC 202 and, for each of these courses, other economics courses are not required prerequisites.

**B. Addressing College Core Outcomes**

- i. **Describe how each of the College Core Outcomes are addressed in courses, and/or aligned with program and/or course outcomes.**

**Source:** <http://www.pcc.edu/resources/academic/core-outcomes/index.html>

**Communicate effectively by determining the purpose, audience and context of communication, and respond to feedback to improve clarity, coherence and effectiveness in workplace, community and academic pursuits.**

In all of the economics courses, we require various types of writing assignments. Some of these are short essays as part of an exam. Other writing assignments are done outside of class, many requiring a research component. In addition to learning the economic content, students must be able to effectively communicate what they have learned in these writing assignments if they are to successfully complete their economics coursework. Some courses/instructors require students to give oral presentations and/or participate in class discussions. In all courses, students must communicate with each other in small groups to solve problems. Faculty are able to monitor these groups, both in the classroom and in discussion board posts that accompany on-line sections. All of these methods aim to develop and/or assess economic literacy and related course outcomes.

**Demonstrate community and environmental responsibility by applying scientific, cultural and political perspectives to natural and social systems and use an understanding of social change and social action to address the consequences of local and global human activity.**

EC 200, 201, 203 and 285 examine the positive and negative effects of economic activity on communities and the environment. Depending on the course, economic concepts such as externalities are learned and applied to contemporary issues. An emphasis is often placed on student reflection on the relevance of economic theory and policy for their community in the present and in the future. Faculty use the previously mentioned techniques to ascertain student comprehension: exams, writing assignments, small-group problem solving, class discussions and projects.

**Use their critical thinking and problem-solving skills to identify and investigate problems, evaluate information and its sources, and use appropriate methods of reasoning to develop creative and practical solutions to personal, professional and community issues.**

Critical thinking, asking questions, researching information, considering a variety of possibilities, and the use of formulas are in everyday use in the economics classroom. All economics courses present mathematical models that utilize equations and graphs. There is a substantial amount of problem-solving in all economics courses. Students routinely demonstrate their ability to identify and calculate opportunity costs, real versus nominal GDP, inflation and unemployment rates, tax rates, marginal revenues and marginal costs, and the like. In EC 202 students commonly locate macroeconomic data and use that data to evaluate economic performance. Assignments require students to read, review, analyze and critique articles concerning contemporary issues. Hence, students develop and apply both critical thinking and problem-solving skills in all of our economics courses.

**Exhibit cultural awareness and use an understanding of the variations in human culture, perspectives and forms of expression to constructively address issues that arise out of cultural differences in the workplace and community**

In all of our economics courses, we have a variety of opportunities to ask students to contemplate cultures other than their own. In EC 200, we examine the history of economic thought. This opens many students' eyes to cultural viewpoints, institutions and philosophies to which they very often have not been exposed. EC 200, 201, 202, 203 and 230 all have at least some coverage of comparative advantage and the benefits of international trade, as well as the down-sides to isolationism and discrimination. In EC 216 and 285, a significant amount of time is spent examining race, gender, discrimination and the influence of institutions on economic choices.

**Show professional competence by demonstrating and applying the knowledge, skills and attitudes necessary to enter and succeed in a defined profession or advanced academic program**

In all of the economics courses, students are required to improve skills for which nearly all employers are looking. Research projects require students to find information on the internet from credible sources and to analyze and present that information in a professional manner. The use of word-processing and/or spreadsheet programs, writing papers, using math, regular attendance, and project completion are all activities that are expected of economics students and a professional, 21<sup>st</sup> century workforce.

**Assess, examine and engage in self-reflection with respect to one's own academic skill, professional competence and personal beliefs and how these impact others.**

By providing frequent and honest feedback to students, we try to give students a "reality check" on their progress in learning and improving their skills. Through the use of websites with simulations, problems, and quizzes, students are able to obtain instant feedback about whether or not they are learning as they should. As noted above, our courses generally encourage students to reflect on their own beliefs, on the impact of

economic activity on themselves, their communities, and the environment, and on how economic theory and policy is relevant to these matters.

**ii. Update the Core Outcomes Mapping Matrix.**

See Appendix 5.

**C. For Lower Division Collegiate (Transfer) and Developmental Education Disciplines: Assessment of College Core Outcomes**

**2010 Report:**

<http://www.pcc.edu/resources/academic/documents/economics.pdf>

**2011**

**Report:** <http://www.pcc.edu/resources/academic/documents/LDCECAssessmentPlanandReport2010-2011.pdf>

**2012 Report:**

<http://www.pcc.edu/resources/academic/documents/EconomicsSACStudentAssessmentReport.pdf>

**2013 Report:**

[http://www.pcc.edu/resources/academic/documents/EC\\_2013\\_report\\_economics.pdf](http://www.pcc.edu/resources/academic/documents/EC_2013_report_economics.pdf)

**2014 Report (see economics EOY 2014):**

<http://www.pcc.edu/resources/academic/LDCAssessmentReports.html>

**For each of the College Core Outcomes:**

**i. Briefly describe the assessment design and processes that have been used to determine how well students are meeting the College Core Outcomes**

***Assessment Design: 2009-2010 and 2010-2011***

During 2009-2010 and 2010-2011 academic years the economics SAC sought to assess students on the college core outcome of *Critical Thinking and Problem Solving*. Students in EC 202 classes were given an article to review and critique during the winter quarter of 2010. Instructors collected students' papers and applied a Holistic Critical Thinking Rubric to a sample of students' works in order to mark and analyze results. Instructors provided suggestions for improvement based on these results.

***Assessment Design: 2011-2012 and 2012-2013***

For the academic years 2011 – 2012 and 2012 – 2013 the economics SAC sought to assess student learning with respect to four PCC core learning outcomes: 1) Critical Thinking and



Problem Solving, 2) Self Reflection, 3) Community and Environmental Responsibility, and 4) Communication.

Initially, in order to facilitate the assessment process, the economics SAC decided to utilize embedded testing questions in Economics 201: *Principles of Microeconomics* and Economics 202: *Principles of Macroeconomics*. Reasoning that these courses have as their focus subject matter pertinent to the foundation of the economics discipline, the economics SAC elected to isolate student assessment within these two courses.

The economics SAC created two essay questions, one uniquely tailored for EC 201 students, while the other was tailored specifically for EC 202 students. The EC 201 question was designed to address the core outcomes of Critical Thinking and Problem Solving, Self Reflection, and Community and Environmental Responsibility. The EC 202 question was designed to address the core outcomes of Critical Thinking and Problem Solving, Self Reflection, and Communication.

Having learned from our assessment experience in 2011 – 2012, the economics SAC made adjustments to the 2012 – 2013 assessment plan. While continuing to utilize the assessment questions we had devised in 2011 – 2102, in an effort to produce better data outcomes, the assessment questions were re-written with clearer guidelines for the students as to how they will be assessed.

Additionally, the economics SAC modified the grading rubric so that it would be more universally applicable to all economics instructors. Ideally the modified rubric should be able to serve as a template to be used by all economics instructors for purposes of student evaluation. Lastly, the economics SAC developed a new spreadsheet so that all instructors using this assessment tool can enter their student scores in the same format for comparison.

#### ***Assessment Design: 2013 – 2014***

For the academic year 2013 – 2014, the economics SAC sought to assess students with regard to cultural awareness and professional competence. Prior to the 2013 – 2014 academic year the economics SAC had not addressed these core outcomes as part of the assessment process. As a result, the economics SAC believed it was important to begin the process of expanding the scope of our assessed core outcomes.

In terms of structure, the economics SAC developed two new course assignments. The assignments were designed to assess students enrolled in EC 201 and EC 202. Rather than utilizing an embedded question format, the assessment design for 2013 – 2014 created two assignments designed as more extensive take home projects.

The Economics 201: *Principles of Microeconomics* student assignment examined students' ability to measure national income per capita and to identify differentials in income distribution. By requiring students to identify and interpret national income data, the assignment is designed to gauge students' professional competency as economists frequently must find economic data and then interpret the meaning of the data. Further, the assignment sought to assess students' cultural awareness by asking students to examine the possible cultural differences that may be a factor in generating differing levels of income distribution.

The Economics 202: *Principles of Macroeconomics* student assignment examined students' ability to find the national unemployment rate and then compare the aggregate unemployment rate against the unemployment rates associated with specific segments of the American population. The data collection and comparison component of the assignment sought to assess students' professional competence with respect to an activity common to practitioners of economics. Additionally, the assignment sought to assess students' cultural awareness by asking them to compare and explain different unemployment rates across differing segments of the American population, including people of different race, gender, age, and education attainment.

## **ii. Summarize the results of assessments of the Core Outcomes**

### ***Summary of Results: 2009-2010 and 2010-2011***

In terms of the results for the 2009-2010 and 2010-2011 academic years, three economics instructors participated in this project in the winter terms of 2010 and 2011. A total of 31 students in three classes participated in this project. Fourteen students earned the score of 4 (strong), nine scored 3 (acceptable) while two students' papers scored 2 (unacceptable). The remaining three students scored 1 (weak) on their efforts.

The results showed that most students were able to summarize their understandings of the theories well. Students demonstrated their critical thinking abilities in a satisfactory way, with some showing their skills in drawing from outside perspective and differentiating between facts and opinions. Results further indicated that students were also able to address the validity of the assumptions in theories. However, about a third of students were weak in establishing strong links between a theory and its policy implications. A few were too eager to express their opinions and criticisms without providing adequate summaries.

### ***Summary of Results: 2011-2012***

Regarding the results for the 2011-2012 academic year, assuming comparable student assessment evaluations on the part of economics instructors, the economics SAC found that students consistently performed in the mid-60% range. Given the importance and desirability of basic student comprehension, the economics SAC acquired evidence to indicate that there is room for improvement in terms of facilitating student

comprehension.

The economics SAC recognized that the issue of student comprehension may be partly the result of the structure of the economics SAC assessment technique. For example, some instructors suggested that students often appeared to have difficulty interpreting the assessment questions. One instructor reported that, absent additional instructor prompting, many students failed to understand that they needed to include a graphing component with their answers. Also, the questions appeared to be cumbersome. In an exam situation, many students appeared to struggle to adequately address each portion of the question or simply did not understand that they were being assessed on the basis of five specific conditions.

Beyond student related concerns, the economics SAC identified several concerns and problems regarding the structure of the assessment technique. First, the economics SAC encountered some organizational challenges. Second, the economics SAC encountered challenges in terms of sharing student responses. Third, the grading rubric lacked flexibility in terms of assigning points per each portion of the questions. Lastly, because different instructors assess students through a variety of different means, in some instances, exam embedded essay questions are neither practical nor consistent with some instructors' assessment techniques. In sum, problems emerged that require continued reflection, evaluation, and adjustment.

### ***Summary of Results: 2012-2013***

For EC 201 the numerical results overall were 7.28/10 (72.8%), but with a wide standard deviation of 2.40. The wide standard deviation suggests a bimodal distribution, which is quite common for economics students.

Overall many students performed well on the microeconomic question regarding negative externalities. In particular students seemed to have a strong grasp as to how negative externalities could impact their community. Surprisingly, however, there were some students who were capable of graphically depicting the concept of a negative externality, while being unable to verbally explain why or why not the externality generated an inefficient outcome. One conclusion the economics SAC has drawn from this phenomenon is that students may be memorizing the graph without developing a deeper conceptual understanding of the larger issue of social inefficiency and why it occurs where it does.

For EC 202 the numerical results overall were 5.7/10, or 57%, but with a wide standard deviation of 2.45. As was the case with EC 201, the wide standard deviation suggests a bimodal distribution. Overall, some students perform well in all categories and many do not. Variation in performance also emerged depending on instructor. For some instructors, students appeared to be most competent in communicating their understanding of Fed policy's impact on their communities. For other instructors, the students' performance further deteriorated with respect to having an understanding of

how fed policy could impact themselves and their community. As such the economics SAC was able to observe a variety of strengths and weaknesses in student performance with those results being evaluated with the intention of improving instruction across the SAC.

### ***Summary of Results: 2013-2014***

Cultural Awareness was one of two core outcomes that were assessed. For economics, the causes of uneven unemployment rates across demographic lines seemed an appropriate topic. The economics faculty decided to use the same assessments for Economics 201: *Principles of Microeconomics*, as well as Economics 202: *Principles of Macroeconomics*. In total 56 EC 202 and 27 EC 201 students were assessed, for a total of 83.

The assessments were valued at 10 points, of which 6 were for cultural awareness, comprised of two questions: one worth 4 points and the other worth 2 points. The average for all the students assessed was close to the same for both questions at about 68.5% for the 4-point question and 61% for the 2-point question, which together constitutes a minimally passing grade for economics. The areas where students struggled were similar to the problems students have academically: difficulty following directions, lack of motivation, needing more specificity in ideas (too broad or general), although most students demonstrated genuine sensitivity to cultural differences and problems specific to cultural subgroups.

The other core outcome that the economics SAC assessed was Professional Competence. Again, as was the case with the cultural awareness core outcome, the economics faculty decided to use the same assessments for Economics 201: *Principles of Microeconomics* and Economics 202: *Principles of Macroeconomics*. In total 56 EC 202 and 27 EC 201 students were assessed, for a total of 83.

The assessments were valued at 4 points. The average for all the students assessed was close to the same for both questions at about 68%, which is a minimally passing grade for economics. Again, the areas where students struggled were similar to the problems students have academically: poor grammar in writing and a general lack of competence in their presentation and analysis of data.

### **iii. Identify and give examples of changes that have been made to improve students' attainment of the Core Outcomes that are based on the results obtained from assessment.**

#### ***Examples of Changes: 2009-2010 and 2010-2011***

In terms of the 2009-2010 and 2010-2011 assessment project the economics SAC determined that our students' analytical skills must be improved in order to enhance

their abilities to think critically and enabling them to solve problems. It is recommended that economics instructors assign more homework/projects in the area of data analysis that require students to explain and interpret charts and graphs in writing. Furthermore, it is recommended that in our next Critical Thinking Assessment, the project should have the assessment rubric more clearly defined for students.

***Examples of Changes: 2011-2012 and 2012-2013***

As a result of the 2011-2012 assessment project, the economics SAC identified several areas in need of improvement for future assessment projects. One area pertains to how the economics SAC develops student assessment metrics. As the economics SAC moved forward with new assessment projects there has been renewed emphasis on developing a more refined, and student accessible, assessment technique. In fact, many instructors reported having, over the course of the 2011 – 2012 academic year, made adjustments to how they presented and discussed the subject matter associated with the embedded assessment questions.

Another area in which the 2011-2012 assessment project prompted changes as to how the economics SAC organizes student assessments pertains to providing instructors with greater flexibility in delivering student assessment. An important part of student success is the ability of instructor's to tailor how they convey content and assess students' understanding of that content within the context of an instructors own pedagogical techniques and preferred classroom structure. Any sound assessment project must provide instructor's with room to maneuver.

Carrying over into and throughout the 2012-2013 assessment project, the economics SAC has confidence that the assessment techniques that have been utilized are sound and will provide a benchmark for future assessments. Substantial changes have been made since the first round of assessments and any additional changes are not recommended until after instructors have had a chance to process the assessment results and then to apply instructional techniques that may generate enhanced student understanding of the desired outcomes.

Also, and importantly, the consistently bimodal results indicate that some students can and do master our core outcomes, but many do not. The results suggest that poor student performance is a byproduct of significant numbers of students enrolling in economics classes who are underprepared for the requirements to attain academic success in these classes.

***Examples of Changes: 2013-2014***

In comparison to 2012 – 2013, the 2013 – 2014 assessment involved a change in the assessed core outcomes as well as assessment questions. Although a change in assessed outcomes, as well as assignment structure, represents a significant alteration in approach toward student assessment, the essence of the new assessment project remains rooted in the structure developed and utilized across the 2011 – 2012 and the 2012 – 2013

academic years. As such, the economics SAC has confidence that the assessment techniques that have been utilized are sound and continue to provide a benchmark for assessments. At this time we do not see any need for curriculum changes for this assessment, but we are working to improve the assessment process.

### 3. Other Curricular Issues

#### Sources:

- Banner Data, Compiled by Amanda Harrison (Support: Amanda Harrison, CA TH 220, 971-722-5250, [aharriso@pcc.edu](mailto:aharriso@pcc.edu))
- PCC Institutional Effective Program Profile ([http://www.pcc.edu/ir/program\\_profiles/201314/Productiontables/EC.pdf](http://www.pcc.edu/ir/program_profiles/201314/Productiontables/EC.pdf))
- Disaggregated data provided by Laura Massey, Director, Institutional Effectiveness, [laura.massey@pcc.edu](mailto:laura.massey@pcc.edu)

- A. **To what degree are courses offered in a Distance modality (on-line, hybrid, interactive television, etc.)? For courses offered both via DL and on-campus, are there differences in student success? If so, how are you, or will you address these differences? What significant revelations, concerns or questions arise in the area of DL delivery?**

	Winter - Summer 2010	Academic Year 2010-2011	Academic Year 2011-2012	Academic Year 2012-2013	Academic Year 2013-2014
<b>Total Classes - Including Summer</b>	102	147	153	148	132
<b>DL Offerings</b>	25	31	37	37	39
<b>DL as Percentage of Total</b>	24.50%	21.08%	24.18%	25.00%	29.54%

	Winter - Summer 2010	Academic Year 2010-2011	Academic Year 2011-2012	Academic Year 2012-2013	Academic Year 2013-2014
<b>Total Classes - Excluding Summer</b>	85	131	134	129	117
<b>DL Offerings - Excluding Summer</b>	17	25	25	28	31
<b>DL as Percentage of Classes - Excluding Summer</b>	20.00%	19.08%	18.65%	21.70%	26.49%

Examining the tables above reveals that in the case of economics, distance learning (DL) has become an increasingly prominent medium for the distribution of educational content. Beyond the data stipulated in the tables above, there are additional data to consider. From 2010 through 2014, economics has offered 178 total DL courses. In terms of the distribution across campuses, Sylvania has offered 127 of the 178 DL courses, Rock Creek has offered 50, and Cascade has offered 1. From a comparative standpoint this means that Sylvania is responsible for 58.9% of total economics FTE across the three campuses (as of 2013-2014) but 71% of DL courses. At the same time, again by comparison, Rock Creek is responsible for 28.6% of FTE across the three campuses and 28% of DL courses. It is evident that Sylvania offers a disproportional amount of DL classes in comparison to its overall FTE.

Concerning pass rates between on-campus and DL courses, the relevant data table produced by Institutional Research (IR) is given below. These data indicate that pass rates are typically lower for DL courses compared to their on-campus (OC) equivalents, and sometimes substantially so. These data can be compared to College-wide pass rates (72.5% for on-campus, 68.2% for DL) and lower division transfer (75.4% on-campus, 68.6% DL) to suggest that economics is similar to the rest of the college.

Campus	Subject	Course	On-Campus		Distance Learning	
			Enrollments	Pass%	Enrollments	Pass %
Rock Creek	EC	200	64	77%	95	69.5%
Sylvania	EC	200	137	80%	101	62.4%
Rock Creek	EC	201	335	76%	96	69.8%
Sylvania	EC	201	532	86%	365	77.0%
Rock Creek	EC	202	218	85%	104	81.7%
Sylvania	EC	202	311	88%	281	81.1%

It must be noted, however, that the pass rate figures given above are calculated as grades of A, B, C, and P as a percentage of total grades on record. This introduces a statistical problem because W (withdrawal, as well as 'Other') grades are included in the denominator of the result. Consequently, DL courses will typically understate pass rates due to higher withdrawal rates. Defining pass rates as grades of A, B, C, and P over all grades except W and Other results in a pass rate across all DL courses of 83.9%, compared to a pass rate for on-campus courses (for which there is a DL alternative on that campus) of 87.1%. Hence, the grade distributions for these courses are much closer than the data in the table above might suggest. A breakdown of this distribution is provided below.

	A	B	C	D	P	F/NP	W
<b>On Campus</b>	31.7%	32.7%	21.8%	5.2%	0.9%	7.8%	7.4%
<b>Distance Learning</b>	30.4%	31.4%	21.2%	6.3%	0.8%	9.8%	10.7%

Moreover, a simple linear regression of pass rates (defined to exclude W and Other grades) on a dummy variable for DL vs. OC courses fails to show a statistically significant correlation between pass rates and the format of the course. This result and the data above suggest that DL and on-campus grade outcomes are substantially similar in economics.

Grade outcomes aside, however, there is still considerable work to be done to assess the potential differences in student success between DL and OC courses. While instructors take care to ensure that students' grades reflect their work and accomplishments in the course, these simple metrics should not be treated as perfect substitutes for the whole of the work that instructors perform in assessing student success. Moreover, the mission of PCC must be understood as striving for a much broader meaning of success than simply passing a class. Are our students, for instance, leaving with an ability to think critically about economic issues, to understand the relevance of these issues to their own lives, and to be able to contribute positively to their communities with this knowledge? From this vantage point it becomes clear that a much more comprehensive discussion is necessary to assess differences between DL and OC courses in terms of student success. The economics SAC intends to engage in this discussion internally and hopes to be a part of the wider discussion at PCC as it develops. Further notes on the issue of DL courses, which were developed from discussions among economics instructors at PCC, follow.

While the economics SAC believes that classroom-based education must constitute the core mission of our economics program for teaching excellence, DL courses should also remain as an integral part of the SAC in providing an alternative mode of learning and convenience to students. The economics SAC is, however, strongly opposed to Massive Open Online Courses (MOOCs), should PCC decide to move curriculum in that direction. The economics SAC views MOOCs as a new trend counter to the mission of a community college education.

The economics SAC is also concerned about the scope and pace of the expansion of DL courses at PCC, which have continued without sufficient critical examinations of their impacts on the college and the community.

This is not a pro and con view of DL education. Students with hearing impairments, those who live in small communities with no college nearby, and full time working students and parents with little time to spend on campus are a few examples of a large number of students who benefit from DL courses. What is alarming, however, is an emerging trend to replace traditional classroom-based courses, as opposed to expanding the college's reach to those students for whom classroom-based courses are not practical.

DL courses and classroom-based courses are not the same. There are fundamental differences between the two that can lead to different learning outcomes. Distance education does not provide the environment conducive to certain learning outcomes. For example, critical thought requires the development of problem solving skills, dialogical



interaction with outside thought, and creativity. It also includes debate, interactive sessions, and group work. These face-to-face oriented techniques encourage discussion among students so that they can formulate problems, challenge assumptions, construct theories, and explore and suggest solutions that, in turn, generate new knowledge and understanding. Learning environments are designed with a strong emphasis on creating the conditions that enable and support the development of critical thinking skills.

While distance learning is occupying an increasingly prominent place in our formal instruction, most efforts to integrate and validate distance learning environments at PCC emerge from efforts to demonstrate equality in the learning environments and learning outcomes of distance learning relative to classroom-based learning. This trend has resulted in the development of instructional design and goals for DL courses that are modeled after traditional instruction. They have the same CCOGs. However, while classroom-based learning environments are shaped by students who come from a variety of backgrounds in terms of their social culture, learning culture, socio-economic characteristics, etc., the benefits of this diversity may be lost in the anonymity of the DL learning environment.

The economics SAC has additional areas of serious concern regarding DL courses. They include the following:

- i. Greater direct control over faculty performance and course content by administrators. The potential for administrative scrutiny, supervision, and even censorship increase dramatically. Academic freedom can be endangered.
- ii. DL technologies make it much easier to run a college like a corporation. Companies that develop DL technologies and provide modes of delivery can gain greater control over course design and curriculum in general. The model of the corporate university can undermine both student success and faculty academic rights, as is evident in the revelations concerning for-profit colleges in the past several years .
- iii. There is a potential for the diminution of academic integrity and honesty in DL education. Is it possible or practical to keep students from cheating and ensure that the work that they present is genuinely theirs and completed by them? How can one administer a closed-notes/books test or assignment in a DL course? How can instructors stop the use of smart phones and their apps by students in DL courses? Cheating methods and technologies are also advancing.
- iv. The trend in DL courses appears to reflect a broader shift to a two-tiered educational system. Massive Open Online Courses (MOOC) have started to lower tuitions to a small fraction of the cost of classroom-based courses. This creates the potential for the emergence of a two-tiered higher education system: one for the affluent who can afford to enroll in classroom-based courses where they can receive better education and learn communication and leadership skills in order to become the future elite; the other, a low cost system for the masses of future workers. This would exacerbate already alarming trends in income inequality. Moreover, the students who, as Rebecca Shuman has argued, are least suited to learning from pre-packaged digital content - those from economically disadvantaged backgrounds - are among precisely those students to whom PCC seeks to extend access to higher education (see [http://www.slate.com/articles/life/education/2013/11/sebastian\\_thrun\\_and\\_udacity\\_distance\\_learning\\_is\\_unsuccessful\\_for\\_most\\_students.html](http://www.slate.com/articles/life/education/2013/11/sebastian_thrun_and_udacity_distance_learning_is_unsuccessful_for_most_students.html) )

- v. How would MOOC impact our campuses and their communities? What happens to the livability of campus communities with only a few students attending college? Local shops, restaurants, rental houses and apartments, and foot traffic around neighborhoods would disappear.
- vi. DL education can de-professionalize teaching, lower academic standards, and downgrade instructors' qualifications. Potentially, a post-graduate degree and classroom teaching experience could one day be deemed non-essential for online instruction. Many four-year colleges and universities have already lowered the bar for hiring DL instructors.

In short, the economics SAC believes that, while there is an important role for DL education at PCC, the community must come together to steer our institution toward the highest possible level of instructional effectiveness. This undoubtedly requires the continued support of small, face-to-face classroom instruction in addition to a DL policy which complements, rather than replaces, traditional instruction.

**B. Has the SAC made any curricular changes as a result of exploring/adopting educational initiatives (e.g., Service Learning, Internationalization of the Curriculum, Inquiry-Based Learning, Honors, etc.)?**

In order to respond to this question, the EC SAC conducted an internal survey of its members. The following represents varied and often times thorough responses of various EC SAC members.

**Response:**

Consistent with PCC's initiative regarding internationalization and commitment to sustainability, I have attempted to enhance all of the courses I teach by cross-disciplinary engagement with environmental issues to address concerns of the earth, the economy and social equity. For example, in the EC 201 course I taught during the Winter 2014 term, I incorporated the following material in the class lectures, discussions and assessment:

- Hans Rosling, "New Insights on Poverty," TED Talks (March 2007), which compares households with varying levels of income worldwide and demonstrates how countries are pulling themselves out of poverty without resorting to strategies that require high levels of per capita gross domestic product;
- Richard Wilkinson, "How Economic Inequality Harms Societies," TED Talks (July 2011), which charts data on economic inequality showing that infant mortality, health, lifespan, and other indicators of well-being get worse when there are large differences between rich and poor people within a particularly country;
- Charlie Rose, "Interview with Rex Tillerson, Chairman and CEO of Exxon Mobil," Charlie Rose (March 2013), which addresses the dominance of carbon-based fuel and difficulties encountered in adoption of algae and other resources to fuels technology;

- Andrew McAfee, “What will future jobs look like?” TED Talks (February 2013), which discusses how information technology is likely to affect businesses and society over time and what might go wrong if rich and poor people don’t share in the benefits;
- Al Gore, “The future: six drivers of global change,” University of Oxford (October 2013), which identifies emerging environmental, economic and political forces that are reshaping our world.

At the request of SPARC’s Coordinator, I contacted Steve Hawley, an author and investigative reporter, securing his agreement to serve on a panel for the Cascade Art Beat. Mr. Hawley is the author of *Recovering a Lost River: Removing Dams, Rewilding Salmon, Revitalizing Communities* (Beacon Press, 2011). The Cascade Art Beat committee, in cooperation with PCC and other parties, highlights the works of local and regional artists, writers and community members whose craft reflects sustainability and environmental themes.

In addition, I participated in a number of other activities that support PCC's college-wide initiatives in the area of sustainability and internalization. For example, on April 24, 2014, I attended and participated in a presentation on PCC’s Sylvania Campus titled “Thinking Globally, Acting Locally: Finding Solutions through Sustainable Development,” which was sponsored by the Greater Portland Sustainability Education Network. I also attended screenings and discussions of two films on climate change issues produced by Wisdom of the Elders, a non-profit organization committed to preserving and sharing traditional knowledge. And, on January 30, 2014, I attended and participated in the “Equity Stories Project” sponsored by PCC’s Social Science Division, the Multicultural Center and Library, the Coalition for a Livable Future and RCE Greater Portland.

Since becoming a full-time instructor, I have also invited representatives of the ASPCC, the Multicultural Center and the Women’s Resource Center to make in-class presentations regarding their available services, which are geared at increasing student retention and directed at specific needs that students enrolled in the classes I teach may have. For example, students have been provided information on advising programs, child care resources and crisis intervention, as well as advocacy and support for students with special needs such as nursing mothers.

I have also incorporated many classroom activities that are geared towards "inquiry-based" learning. For example, in the EC 202 (Macroeconomics) courses I taught during the spring 2014 term, I designed inquiry-based learning activities that required students to access, review and consider the following up-to-date reports, press releases and other material provided by the Federal Reserve, the U.S. Department of Commerce, the U.S. Department of Labor and the State of Oregon:

- Office of Economic Analysis, Oregon Economic and Revenue Forecast (March 2014);

- Remarks by Janet Yellen, Board of Governors of the Federal Reserve System, at New York University's 2014 Commencement (May 2014);
- Bureau of Labor Statistics, Commissioner's Statement on the Employment Situation News Release (June 6, 2014);
- Bureau of Economic Analysis, National Income and Product Accounts Gross Domestic Product: First Quarter 2014 Advance and Preliminary Estimates (May 29 and April 30, 2014);
- Statement of Erica L. Groshen, Commissioner, Bureau of Labor Statistics (May 2, 2014);
- Federal Reserve Board of Governors, Press Release (April 30, 2014), regarding current economic conditions and efforts by the Federal Open Market Committee to foster maximum employment and price stability;
- U.S. Census Bureau, Advance Report on Durable Goods Manufactures' Shipments, Inventories and Orders (April 24, 2014);
- Statement by Janet Yellen, Federal Reserve Board of Governors, before the Joint Economic Committee of the U.S. Congress (May 7, 2014); and
- Statement of Erica L. Groshen, Commissioner of the Bureau of Labor Statistics, before the Joint Economic Committee of the U.S. Congress (April 4, 2014).

My goal is to incorporate inquiry-based learning activities that develop students' experimental and analytic skills by requiring individual and group research and investigations, as well as to acquaint students with a variety of sources of information that they can use within and outside their economic courses.

To lay the groundwork for incorporating service-learning activities in future economics courses that I teach, during the Spring 2014 term, I researched PCC's database of cooperating agencies and reached out to the following individuals and organizations, which are identified among the extensive list of organizations that have expressed an interest in joining with PCC as community partners:

- Penny Beckwith, Columbia Slough Watershed Council, who serves as the point of contact for a coalition of diverse groups working to restore and enhance waterways, wetlands and slow-moving channels known as the Columbia Slough;
- Molly Dougherty, Nature Conservancy in Oregon, represents a conservation organization that works to protect ecologically important lands and waters within the state of Oregon;
- Brian Wegner, Tualatin Riverkeepers, who is the contact person for an organization engaged in advocacy, education, restoration of and access to nature that seeks volunteers to assist with restoration, removal of invasive species, education and review of public policies affecting the Tualatin River watershed;
- Megan Garvey who represents the Wetlands Conservancy, an organization dedicated to protection and conservation of wetlands in Oregon, as well as provides training and education to conserve wetlands at the local level;

- Kate Ross who is the contact person for Willamette Riverkeeper, an organization that protects and restores water quality, natural habitats, and other environmental values throughout the Willamette River basin;
- Jen Seamans who represents Southwest Watershed Resource Center, a group that partners with the City of Portland Bureau of Environmental Services and Southwest Neighborhoods, Inc., to provide technical assistance and other services designed to address invasive plants, manage stormwater, encourage natural landscaping and provide other services at the neighborhood level;
- Lacy Cagle who represents the Northwest Earth Institute, an organization that sponsors the “EcoChallenge” and provides instructional material for on-campus courses designed to strengthen students’ understanding of what can be accomplished at the individual level thru commitments to environmental, social and economic sustainability; and
- Josh Holcomb who is listed as the point of contact for the Lower Columbia Estuary Partnership, an organization that protects ecosystems and builds connections to sustain and improve the lower Columbia River estuary and mainstem Columbia River below Bonneville Dam.

Building upon my initial contacts with representatives of the above organizations and, over time, incorporating community-based activities in my courses, I hope to engage students on the following fronts: communication; community and environmental responsibility; critical thinking and problem solving; cultural awareness; and professional competence.

Also, as a result of the SPARC workshop I attended on environmental sustainability, I intend to develop and introduce new courses, or add modules to existing courses, which incorporate environmental and sustainability issues that focus on issues close to home, i.e., the Pacific Northwest and, in particular, the Columbia River Basin watershed. To that end, I have been closely following developments on a number of fronts.

The following publications, which I track on an ongoing basis, provide numerous resources that, consistent with PCC’s commitment to sustainability, I intend to incorporate in my teaching:

- Tech Forum, a regional electronic technical forum maintained by the Bonneville Power Administration that provides technical materials focused on hydroelectric power generation and transmission, renewable energy, climate change, energy efficiency, and the environment, including but not limited to fish and wildlife affected by the development of the Federal Columbia River Power and Transmission Systems;
- The Columbia Basin Fish and Wildlife Bulletin, a weekly publication by Intermountain Communications that informs readers about significant developments related to salmon and steelhead recovery, and other important fish and wildlife issues, in the Columbia-Snake River Basin;

- Washington Energy Report, an electronic publication by Troutman-Sanders, a law firm that has been served clients in the energy business since the 1920s, which reports on fast-breaking legal and policy developments affecting energy and energy-related issues, particularly the regulation of electricity and natural gas by the Federal Energy Regulatory Commission;
- Marten Law Newsletter, a newsletter that provides environmental and energy briefings on current environmental and energy law issues, particularly legal decisions, administrative rulemaking and enforcement actions under the Clean Water Act, the Clean Air Act, the Endangered Species Act and Superfund/CERCLA;
- TomDispatch, an electronic publication that collects commentary and articles from the world press with the intent of introducing readers in the USA to voices and perspectives from elsewhere, as well as “connect the global dots” and offer a unique perspective on world affairs; and
- The American Bar Association’s Weekly Newsletter and Monthly Tech Journal, two electronic publications by a professional organization that is devoted to improving the legal profession, eliminating bias, enhancing diversity, and advancing the rule of law throughout the United States and around the world.

**Response:**

My 201, 202, and 203 classes discuss sustainability and its treatment (or in some cases, neglect) in economic theory. I also support inquiry-based learning through research papers and collaborative assignments designed to promote learning beyond simply retention and comprehension of the required course material.

I have also recently been heading up work toward offering economics courses for PCC’s honors program. Though this project remains in the early stages, I am hoping to produce two course offerings by the beginning of the 2015-2016 academic year.

**Response:**

To date I have taught four different economics courses at PCC, EC 200, EC 201, EC 202, and EC 285. In each of my classes, the course curriculum emphasizes sustainability and internationalization, while making room for inquiry-based learning.

For example, in my EC 201 and EC 202 classes I tend to emphasize environmental externalities as a factor undermining sustainable environmental outcomes. In another example, in particular from an inquiry-based learning perspective, in EC 201 and EC 202 students are given in-class assignments. In class assignments are self-guided assignments in which students are given questions that they are asked to answer, absent instructor facilitation. Upon answering questions individually, students engage in group to discuss and verify their respective answers. Finally, students then present their work to their colleagues. It is only at the final stage of the in class assignment that the instructor provides feedback and correction.

In another example, beyond utilizing in-class assignments in EC 201 and EC 202, the curriculum of my EC 285 class is directly geared toward addressing the issues of sustainability and internationalization in an inquiry-based learning environment. In EC 285 students lead the in-class discussions as a byproduct of their reading and disseminating information as related to the assigned readings in the course. The assigned readings seek to probe ways in which our current economic system can be altered to facilitate a future economic structure guided not only by environmental sustainability, but ecological permanence as applied to a global economy.

At the moment I am not planning on further modifying my curriculum to address the college-wide initiatives: Sustainability, Internationalization, Service Learning, Inquiry-based Learning. However, I currently do not incorporate any service learning into the curriculum of the classes that I teach and I believe that it may be worthwhile to attempt to bring service learning into, particularly, the curriculum of my EC 285 class.

**Response:**

Most of my teaching is online. Students are required to come to campus only if they miss an exam and have to take a proctored written test. All work is online except for the occasional makeup test. Less commuting and less paperwork mean greater sustainability. Many of my students have foreign names, and I embrace their participation. I have studied six foreign languages and have lived in France, Canada and Syria for extended periods. My experience is often referenced in discussions of economic development, as well as international trade and finance.

**C. Are there any courses in the program that are offered as Dual Credit at area High Schools?**

Yes. Economics has one dual credit instructor (Michael Gump) and one dual credit course. EC 202 – Principles of Macroeconomics is offered at Horizon Christian High School.

**If so, describe how the SAC develops and maintains relationships with the HS faculty in support of quality instruction. Please note any best practices you have found, or ideas about how to strengthen this interaction.**

The 2013-2014 academic year was the first year in which the economics SAC collaborated with a high school instructor offering a dual credit course. During the academic year the EC SAC did not communicate with the dual credit instructor nor did the EC SAC evaluate the dual credit instructor's instruction.

During the 2014-2015 academic year it is the intent of the EC SAC to be more proactive in communicating with the dual credit instructor. As part of improved communication, the EC SAC has sent a representative to evaluate the dual credit instructor's classroom instruction. Additionally, the dual credit instructor has been and will continue to be invited to SAC meetings.

**D. Does the SAC plan to develop any additional Dual Credit agreements with area high schools?**

To date there have been no additional inquiries regarding dual credit. At such a time another dual credit request should emerge, the request will be presented before the EC SAC for close inspection and further evaluation of instructor qualifications and course content, including syllabus. In the future, the EC SAC intends to be certain to require, regardless of experience, that any dual credit instructors meet the standard EC SAC instructor qualifications.

**If so please describe. If not, what does the SAC see as barriers to developing further dual credit agreements?**

In terms of barriers, the EC SAC seeks to provide a liberal arts drive toward a holistic analysis of economic theories and ideas. As such, dual credit instructors should not only meet the minimum instructor qualifications but also the preferred qualifications of having a background in history of economic thought and economic history. Additionally, the ability to monitor and evaluate the performance of dual credit instructors is difficult due to the limited amount of contact between the EC SAC and dual credit instructors as well as the challenging logistics of visiting an area high school.

**E. Please describe the use of Course Evaluations by the SAC.**

Every member of the EC SAC is encouraged to view and evaluate their own student course evaluations. As such, most members of the EC SAC acknowledge the usefulness and importance of student course evaluations as a mechanism for measuring pedagogical strengths and weaknesses and seeking new strategies for becoming more effective at content delivery.

**Have you developed SAC specific questions?**

Although the topic has been discussed at SAC meetings, the EC SAC has not settled on any specific EC SAC based questions and has, thus far, decided to forego developing SAC specific questions.

**Has the information you have received been of use at the course/program/discipline level?**

N/A

**F. Has the SAC developed new course offerings since the last program review?**

Economics has added a new course to the overall repertoire of economics offerings since the last program review. Faculty can now offer to students the opportunity to take Economics 230: *Contemporary World Economic Issues: International Economics*. EC 230 covers issues and problems related to international economics and international economic institutions. The course seeks to address content associated with trade and the balance of payments; trade competition between the U.S. and other nations; reform and restructure of the Russian and Eastern European economies, economic development and



problems of developing nations. As such, EC 230 expands the scope of economics offerings, effectively internationalizing the discipline.

#### 4. Needs of Students and the Community

##### A. How is instruction informed by student demographics?

###### Source(s):

2009 Economics Program Review

[http://www.pcc.edu/ir/program\\_profiles/201314/Productiontables/EC.pdf](http://www.pcc.edu/ir/program_profiles/201314/Productiontables/EC.pdf)

[http://www.pcc.edu/ir/program\\_profiles/201314/Demographics\\_LDC&CTE\\_Students\\_2013-14.pdf](http://www.pcc.edu/ir/program_profiles/201314/Demographics_LDC&CTE_Students_2013-14.pdf)

Reviewing 2012/13 data on gender, race, age and degree status demonstrates that many of the conditions that held during the last review remain prominent. The similarities and differences between economics students and general lower division transfer (LDT) students present in our last review remain mostly present in the more recent data, although some intriguing trends have emerged.

When it comes to race, both economics and LDT saw an increase in minority students between 1998 and 2008. Economics had a slightly greater percentage of minority students as compared to LDT in 2008 (28.5% vs. 26.6%).

Academic Year	LDT	ECONOMICS
	Percentage White-Non Hispanic	Percentage White-Non Hispanic
2010-2011	71.2	72.6
2011-2012	69.8	69.7
2012-2013	68.1	66.8
2013-2014	65.6	64.7

Currently, as can be seen in the table above, as of 2012-2013 economics continues to have a greater percentage of minority students than does LDT (33.2% to 31.9%). Of interest, both LDT in general and economics in particular are experiencing increasing racial diversity. Also, as can be seen with economics in the 2013-2014 academic year, the trend toward greater racial diversity is continuing as economics saw minority students increase to 35.3% of economics students while LDT percentage of minority students also rose to 34.4%.

In another area, the percentage of students that are degree-seeking, economics students are again moving in the same direction as LDT students. In 1998, economics students were more likely to be degree-seeking (81.22% compared to 77.7 for LDT) while in 2008 that difference became (91.2% vs. 81.8%) and as of 2012 the difference is

(92.6%vs.86.6%). In terms of trends, while the 1998 to 2008 period was characterized by both economics and LDT students increasingly behaving as degree-seekers, economics saw a faster growth than LDT students in general. The table below offers the comparative data for degree seeking students for LDT and economics from the 2010-2011 academic year through the 2013-2014 academic year.

	<b>LDT</b>	<b>ECONOMICS</b>
<b>Academic Year</b>	<b>Percentage Degree Seeking</b>	<b>Percentage Degree Seeking</b>
2010-2011	86.1	90.8
2011-2012	85.7	90.7
2012-2013	86.6	92.6
2013-2014	89	93.9

In other demographics, as of 2013-2014, the makeup of female to male students in economics courses is the opposite of LDT students as a whole. Economics, as has been the trend going back to at least 1998, has lower female/male ratio than LDT. For 2013-2014 the female/male ratio in economics is (43.7%/55.9%) while for LDT the 2013-2014 female/male ratio is (54.2%/45.8%).

	<b>LDT</b>	
<b>Academic Year</b>	<b>Female</b>	<b>Male</b>
2010-2011	54.5	45.5
2011-2012	54.2	45.8
2012-2013	54.2	45.8
2013-2014	54.2	45.8

	<b>ECONOMICS</b>	
<b>Academic Year</b>	<b>Female</b>	<b>Male</b>
2010-2011	42.1	57.9
2011-2012	41.4	58.6
2012-2013	44.1	55.9
2013-2014	43.7	56.3

Although the data in the table above clearly indicates that economics is, overall, a less attractive discipline for female students as compared to other LDT disciplines, there appears to be an interesting trend that has developed. In 2008, in economics, the female/male ratio was (43.9%/56.1%). At the same in 2008 the female/male ratio for LDT was (58.2/41.8). Since 2008 the LDT gap between the female/male ratio has clearly

shrunk. For economics, however, the female/male ratio has been more volatile such that for a few years the gap broadened while in more recent years the trend was again toward the gap closing. Currently, the female/male ratio in economics, after increasing in 2012 – 2013 to a slightly higher percentage of female students than in 2008, is now nearly identical to the ratio seen in 2008.

The overall impression that can be drawn by comparison is that the female/male ratio data indicates, for LDT in general, that the rate of growth of male students has exceeded female students, meaning that since 2008 men are enrolling at a greater rate than are women, causing the overall female/male ratio to decline with respect to LDT students across the college. At the same time, while the overall percentage of male students has risen in comparison to female students across LDT students, in economics female enrollment in comparison to male enrollment has remained the same. Although the strength of the directionality of the trend is unknown, it appears as though economics at PCC has begun to become a more attractive field to female students!

Between 1998 and 2008, we saw an increase in the percentage of students in the 18 to 30 year age group (from 80.1 to 82), while LDT saw a decrease in the percentage of students in that age group (from 73.9 to 68.3). From 2011 through 2014 this percentage increased from 74.7% to 76.4%.

In summary, economics students are mostly full-time, degree-seeking, males between 18 and 30 years old. And while they are mostly white, they are increasingly likely to be part of a racial minority, even more so than other LDT students.

The economics SAC is aware of the significance of the relationship between pedagogy and diversity. Students vary in their academic preparation, cultural background, past and present life experiences, and myriad other ways, only a fraction of which can be inferred from the demographic metrics discussed above. In general, instructors take care, both individually and collaboratively, to be sensitive to these differences and to foster learning environments in which diversity is utilized to promote successful, more culturally aware education. More specific examples are discussed below.

**B. Have there been any notable changes in instruction due to changes in demographics since the last review?**

There have been changes in instruction, to the degree that there has been considerable turnover in economics faculty, since the last review. That said, the new economics faculty at PCC continue to utilize and incorporate techniques that were utilized by their predecessors. For example, the variety of backgrounds, academic skills and learning styles make instruction more challenging and more interesting. In-class problem-solving and discussion groups facilitate student interaction. When discussing economic issues and policy, students from diverse backgrounds can share a variety of experiences and make the discussions more comprehensive and more interesting. In another example,

students who were not born in the U.S. often choose to report on economic problems in their country of origin in research and class sharing projects. This creates opportunities to either demonstrate the universal applicability of some economic principles or understand impacts of globalization. Students learn more and explore other viewpoints when exposed to this variety. Students working problems together often discover that their gender, racial and age differences are unimportant. It is their differing math skills that are important.

**C. Describe current and projected demand and enrollment patterns. Include discussion of any impact this will have on the program/discipline.**

**Source(s):**

- [http://www.pcc.edu/ir/program\\_profiles/201314/Productiontables/EC.pdf](http://www.pcc.edu/ir/program_profiles/201314/Productiontables/EC.pdf)
- [http://www.pcc.edu/ir/factsheet/fteenrollmentgraphs/FTE\\_Enrollment10yearGraphsbycampus2014.pdf](http://www.pcc.edu/ir/factsheet/fteenrollmentgraphs/FTE_Enrollment10yearGraphsbycampus2014.pdf)

The Great Recession had a profound impact on college enrollment across the United States. As unemployment rose and job prospects declined, more people decided to either fully or partially exit the labor force and pursue additional education as a way both to garner new skills in the hopes of being more competitive in the labor market as well as to bide their time waiting for the job market to improve. PCC, like many institutions across the United States, experienced the influx of new students that arose as a result of the Great Recession. For PCC, from the 2008-2009 academic year when the financial crash struck and the Great Recession deepened causing growing job losses through the 2011-2012 academic year in which the PCC college-wide FTE appeared to peak, PCC experienced a 22.85% increase in college-wide FTE. During this same period the economics discipline experienced substantial growth as well, with economics FTE rising across the Sylvania, Cascade, and Rock Creek campuses by 12.43%.

Following the 2011-2012 academic year the trend toward ever rising enrollments came to end. The combination of an improved job market as well as having generated educational outcomes (whether positive or negative) caused enrollment to decline. For the first time since the 2005-2006 academic year PCC experienced a college-wide 1.65% reduction in FTE during the 2012-2013 academic year. The economics discipline also experienced its share of enrollment drops as economics FTE declined by 7% in 2012-2013 across the Sylvania, Cascade, and Rock Creek campuses. In fact, since the FTE peak in 2011-2012, as of the 2013-2014 academic year, PCC has experienced a 5.16% decline in FTE while the economics discipline, mirroring the college-wide results, has seen a 5.45% decline in FTE across the Sylvania, Cascade, and Rock Creek campuses.

Clearly, in terms of both college-wide and economics enrollment, the last five years have been volatile. That said, PCC as a whole as well as the economics discipline remain ahead of where they were during the 2008-2009 academic year. In terms of college-wide data, the FTE totals for PCC are 17.28% higher than they were during the 2008-2009 academic

year. In the case of the economics discipline, FTE across the Sylvania, Cascade, and Rock Creek campuses is 7.37% higher than during the 2008-2009 academic year. More specific to each campus, since the 2008-2009 academic year and as of the 2013-2014 academic year, the economics discipline has seen a 4.5% FTE increase at Sylvania, a 2.7% increase in FTE at Cascade, and a 15.4% FTE increase at Rock Creek.

In summary, since the 2008-2009 academic year, in terms of FTE, the economics discipline has mirrored PCC's larger college-wide enrollment patterns. In the future the economics discipline anticipates a continuation of the trend of mirroring the larger college-wide FTE pattern. In terms of the larger pattern of fluctuating FTE associated with the Great Recession and its aftermath, the next few upcoming academic years appear to be decidedly uncertain. Among many other factors, as the job market continues to improve, the desire and willingness of some in the overall population to seek additional academic attainment will continue to decline, thus acting as a negative factor toward future FTE growth. Simultaneously, and again among many other factors, the demographics of the greater Portland metropolitan region are a positive factor toward future FTE growth. The population of Portland and its surrounding metropolitan region continue to grow and with growth comes a larger population of people of which possible future PCC students emerge. While the short run period may generate a continued decline in FTE as a result of a stronger job market, the longer term demographics in the Portland metropolitan region all point toward the potential for substantial FTE growth in the next 10-20 years.

**D. What strategies are used within the program/discipline to facilitate access and diversity?**

Economics courses are offered throughout the day and evening, six days per week at all three campuses, Southeast Center and Hillsboro Education Center. Courses are also offered on-line. We also make use of D2L and MyPCC to post syllabi, assignments, course materials and to encourage student discussions. The economics faculty welcomes students of all backgrounds.

**E. Describe the methods used to ensure that faculty are working with Disability Services to implement approved academic accommodations?**

(In an effort to facilitate direct and thorough input from EC SAC members, the following question was addressed via an internal EC SAC survey. Responses are summarized below)

Instructors have worked with Disability Services to provide appropriate accommodations and ensure non-discrimination. This has included working with interpreters for deaf students, ensuring accessibility of course material ('universal design'), organizing proctored exams and note-taking. Additionally, instructors make efforts to refer students

with various needs to resources such as Disability Services, Academic Advising, and the Women's Resource Center, the availability of which they may not otherwise have been aware. Economics faculty unanimously agree that these resources can be crucial to student success.

**F. Has feedback from students, community groups, transfer institutions, business, industry or government been used to make curriculum or instructional changes (if this has not been addressed elsewhere in this document)? If so, describe.**

**Textbooks:** Students frequently voice concern about the price of textbooks. Many faculty members have worked with publishers to create custom books that lead to substantial savings. Others have experimented with electronic text alternatives. We continue to discuss textbook choices and costs at SAC meetings. Information on quality, price, supplements and delivery options is shared so that each faculty member can make the text choice they feel is best for their students.

**Student Evaluations:** We use class discussions, assignments, formal evaluations and informal conversations to obtain feedback from students about what helps them to learn the best. We revise our assignments, course materials and assessments as needed to improve student learning. The most frequent student comments center around their increased ability to understand economic policy, data and reports in the news.

The overwhelming majority of our students are seeking an associate degree from PCC. Many are planning to transfer to a 4-year institution (most commonly Portland State University). The most common associate degrees are the Associate of Science Oregon Transfer (ASOT), Associate of Arts Oregon Transfer (AAOT), and the Associate of Applied Science (AAS) in Accounting, Marketing, and Management. While the ASOT students are planning a variety of majors, many of our students are working toward an ASOT in Business. Other economics students are working toward degrees in aviation, business management and leadership, engineering, education, journalism, pharmacy, public health, and urban planning. Because many of our students are headed toward careers in business, accounting, management and marketing, and many transfer to Portland State University, we decided to speak with the economics department at PSU.

In particular, we inquired with the PSU economics department as to the quality or the performance of PCC transfers in PSU economics courses. PSU responded by constructing an internal study comparing transfer students to their own "homegrown" or "native" students. The following represents a short summary of the results from PSU (see Appendix 9 for more).

In their internal study, the PSU economics department drew data from all of their economics courses since 2004. The study looked at both transfer students and native students. While the study looked at all transfer students, including those from schools

other than PCC, because students from PCC are far and away the largest number of transfer students, the data does have a strong correlation to the performance of PCC transfers. Additionally, a ten year study was important because it is able to capture the results for an entire class of students based on it taking an average of six years for a student to complete a degree at PSU, and because, in a larger analysis, instructor turnover would be great enough so as to neutralize having the study be overly dependent on a small sample of instructors and their impact on student performance. Finally, the data took into consideration all of the transfer students who took introductory microeconomics and introductory macroeconomics prior to attending PSU.

The analysis put together by the PSU economics department focused on students that passed either introductory macroeconomics or introductory microeconomics. The analysis then studied the likelihood of students to not only go on to take microeconomic theory (intermediate microeconomics) and/or macroeconomic theory (intermediate macroeconomics) at PSU, but to then also pass the theory classes.

The PSU report found that in a ten year period PSU had 8,011 native students take and pass introductory microeconomics. Of those students, 349 then went on to take and pass microeconomic theory at PSU. In the same ten year period, PSU accepted 10,155 transfer students who had taken and passed introductory microeconomics at another institution. Of those students, 320 went on to take and pass microeconomic theory at PSU. In absolute terms this means that more transfer students took and passed introductory microeconomics than did native students but fewer transfer students went on to take and pass microeconomic theory at PSU. In terms of percentages, 4.35% of PSU native students successfully pass introductory microeconomics and then go on to successfully take and pass microeconomic theory. At the same time, 3.15% of transfer students who successfully took and passed introductory microeconomics prior to their arrival at PSU then went on to take and pass microeconomic theory.

Looking at the results on the macroeconomics side reveals similar results. The PSU report found that in a ten year period PSU had 6,086 native students take and pass introductory macroeconomics. Of those students, 292 (4.80%) then went on to take and pass macroeconomic theory at PSU. In the same ten year period, PSU accepted 9,156 transfer students who had taken and passed introductory macroeconomics at another institution, of whom 282 (3.08%) went on to take and pass macroeconomic theory at PSU. In absolute terms this means that more transfer students took and passed introductory macroeconomics than did native students but fewer transfer students went on to take and pass macroeconomic theory at PSU.

In summary, students that transfer in an introductory course are about 2/3 as likely to take and pass the associated theory course at PSU. According to the PSU economics department they have approximately 15% fewer majors than would be the case if transfer students became majors at the same rate as their native students.

The possible reasons for why transfer students are not as likely to take and pass the theory classes at PSU are wide and varied. Perhaps, either because of a skill gap or a lack of familiarity with the PSU economics department, transfer students are unlikely to pass their theory courses and become economics majors. Alternatively, it could be that students simply did not attempt the theory courses. According to the PSU economics department, the business school at PSU is very good at recruiting community college students and it may be that students who otherwise would take economics instead choose business. Because the analysis received from the PSU economics department does not differentiate between students taking and failing the upper-level courses and those who simply did not attempt these courses, we cannot presently state which of these possible factors is most significant.

In summary, while we in the economics discipline at PCC are confident that our curriculum is in line with the PSU curriculum, we must also consider the performance of PCC students when they transfer to an institution such as PSU. For example, are we at PCC serving our students as well as we can with respect to preparing them for a more formal university setting, the techniques utilized by a typical university professor, and the expectations that they will have to meet in order to succeed? The results given by the PSU economics department may reflect a shortcoming on our part in this regard, they may reflect wider problems transfer students face in their new, unfamiliar university environments, or they may simply reflect a bias against our students becoming economics majors. At present the economics SAC lacks the fuller analysis that would answer many of our questions in this regard. We are planning to continue this dialogue within the SAC and between ourselves and the PSU economics department to better understand how we can give our students the greatest possible chance of excelling at the university level.

## **5. Faculty: reflect on the composition, qualifications and development of the faculty**

### **A. Provide information on quantity and quality of the faculty needed to meet the needs of the program/discipline.**

#### **Source(s):**

Banner Data, Compiled by Amanda Harrison (Support: Amanda Harrison, CA TH 220, 971-722-5250, [aharriso@pcc.edu](mailto:aharriso@pcc.edu))

[http://www.pcc.edu/ir/program\\_profiles/201314/Productiontables/EC.pdf](http://www.pcc.edu/ir/program_profiles/201314/Productiontables/EC.pdf)

[http://www.pcc.edu/ir/factsheet/fteenrollmentgraphs/FTE\\_Enrollment10yearGraphsbycampus2014.pdf](http://www.pcc.edu/ir/factsheet/fteenrollmentgraphs/FTE_Enrollment10yearGraphsbycampus2014.pdf)

Currently, the economics discipline at PCC employs five full-time and seven part-time faculty. Of the full-time faculty, three are at Sylvania, one is at Rock Creek, and one is at



Cascade. Several of the part-time faculty members teach at more than one campus. As was the case in the 2009 program review, the economics SAC continues to advocate that in order to meet the needs of students, we recommend adding a second full-time position at Rock Creek.

There are several justifications for this recommendation. One justification pertains to the part-time to full-time distribution that is illustrated below (in part iii of this section). Based on the current distribution of classes, full-time economics faculty are responsible for teaching fewer than 50% of all of the economics classes offered at PCC. It is the opinion of the economics SAC that all of the economics instructors currently employed by PCC are well qualified professionals who are dedicated and committed to providing excellent instruction. It is, however, also the opinion of the economics SAC that the ability of an instructor to dedicate their time, effort, and energy to instruction is enhanced when an instructor is employed on a full-time basis. Many part-time instructors, due to the constraints associated with part-time employment, experience challenges that may detract or distract from their performance as instructors. Constraints associated with part-time instruction include, but are not restricted to, issues associated with the time demands of travelling between multiple campuses, the quarter by quarter financial insecurity that comes from piecing together several adjunct positions at multiple institutions (some part-time PCC instructors are also employed by PSU and other area institutions), the financial challenge of teaching at a reduced pay rate in comparison to full-time faculty, and the overall lack of stability that frequently affects part-time instructors. The fact that part-time instructors perform their duties conscientiously, professionally, and to great effect does not change the fact that appointing a full-time instructor acts to further augment and enhance the conscientiousness, professionalism, and overall performance of the economics instructors at PCC.

A second justification for hiring another full-time instructor at the Rock Creek campus pertains to enrollment at PCC and within economics courses in general. During the enrollment surge of 2009 through 2012, a sixth full-time temporary position in economics was added with the position being placed at the Rock Creek campus during the 2011-2012 academic year and the 2012-2013 academic year. Although, since the 2012-2013 academic year enrollment at PCC as well as in economics courses has declined, overall, at PCC and within economics courses, enrollment remains at or above the level of enrollment that PCC and the economics discipline experienced prior to the 2009 through 2012 surge in enrollment. As such, comparing the 2011-2012 academic year (at the peak of the enrollment surge) with the more recent declining enrollment period of the 2013-2014 academic year, it is apparent that regardless of enrollment fluctuations the Rock Creek campus has a disproportionate number of classes currently being taught by part-time faculty relative to the decline in courses offered as well as in comparison to the other campuses. For example, during the enrollment surge during the 2011-2012 academic year, the two full-time instructors positioned at Rock Creek were responsible for teaching 2/3 of the courses offered (approximately 24 out of 36 classes) which closely approximates both the Sylvania (57.14%) and Cascade (57.14%) campuses. To the

contrary, for the 2013-2014 academic year, given 34 classes offered at Rock Creek, with only one full-time instructor, only 35.29% of the course offered were taught by full-time faculty; whereas full-time faculty were responsible for 60% of the course offered at Sylvania and 80% of the courses offered at the Cascade campus. If the Rock Creek campus had a second full-time faculty member during the 2013-2014 academic year, then the percentage of course offerings assigned to full-time faculty would have more closely resembled the Sylvania and Cascade campuses with 70.58% of the courses offered being assigned to full-time faculty.

It seems clear that based on existing enrollment, and assuming enrollment at PCC does not substantially decline to levels significantly below the 2009 average (remaining at or above the 2009 average into the foreseeable future), then it remains the case that the Rock Creek campus can and should support another full-time instructor.

**i. Extent of faculty turnover and changes anticipated in the next five years.**

Since 2008, there has been an 80% turnover of full-time faculty (4 out of 5 positions). Two full-time faculty members at the Sylvania campus retired at the end of 2010. The positions of the two retired Sylvania campus faculty members have been filled. Also, since 2008, one of the positions at Sylvania was moved to the Cascade campus. The Cascade campus position has also been filled. Additionally, another Sylvania campus faculty member retired at the end of the fall quarter of 2013. The position of the most recent member of the Sylvania campus has also been filled. There are currently no additional retirements planned for the near future.

**ii. Extent of the reliance upon part-time faculty and how they compare with full-time faculty in terms of educational and experiential backgrounds.**

**Source(s):**

Banner Data, Compiled by Amanda Harrison (Support: Amanda Harrison, CA TH 220, 971-722-5250, [aharriso@pcc.edu](mailto:aharriso@pcc.edu))

[http://www.pcc.edu/ir/factsheet/fteenrollmentgraphs/FTE\\_Enrollment10yearGrap\\_hsbycampus2014.pdf](http://www.pcc.edu/ir/factsheet/fteenrollmentgraphs/FTE_Enrollment10yearGrap_hsbycampus2014.pdf)

	Winter - Summer 2010	Academic Year 2011-2012	Academic Year 2012-2013	Academic Year 2013-2014
<b>Total Classes</b>	<b>99</b>	<b>147</b>	<b>145</b>	<b>131</b>
<b>FT Offerings</b>	<b>37</b>	<b>78</b>	<b>79</b>	<b>63</b>
<b>Percentage FT including Summer</b>	<b>37.37%</b>	<b>53.06%</b>	<b>54.48%</b>	<b>48.09%</b>
<b>Total Classes Minus Summer</b>	<b>82</b>	<b>128</b>	<b>126</b>	<b>116</b>
<b>FT Offerings</b>	<b>34</b>	<b>72</b>	<b>73</b>	<b>62</b>
<b>Exclude Summer</b>	<b>41.46%</b>	<b>56.25%</b>	<b>57.93%</b>	<b>53.44%</b>

As the above table indicates, from 2010 through the 2103-2014 academic year, there has been considerable volatility in terms of the percentage of classes taught by full-time faculty relative to part-time faculty. The volatility can be explained by two factors. First, following the Great Recession, as was the case on a college-wide basis, economics experienced a spike in FTE which peaked during the 2011-2012 academic year (see Section 3, Part C above). Second, the variance in full-time to part-time faculty is attributable to hiring decisions to address these changes in FTE.

In order to address the spike in FTE through the 2011-2012 academic year, two approaches were utilized. One way increased the number of part-time faculty, the second way increased the number of full-time faculty. For example, the low percentage of full- to part-time faculty in 2010 reflects an increased use of part-time faculty to deal with the rising FTE. The increase in the percentage of full-time to part-time faculty to 53.06% FT to 46.94% PT during the 2011-2012 academic year and again to 54.48% FT to 45.52 PT during the 2012-2013 academic year reflects the hiring of one additional temporary full-time position such that there were 6 rather than 5 full-time faculty. The commensurate decline in full-time to part-time faculty (48.09% FT to 51.92% PT) during the 2013-2014 academic year, although somewhat offset by declining enrollment and reduced part-time classes, was directly tied to the elimination of the temporary full-time faculty thus reducing full-time faculty to 5.

### **iii. How the faculty composition reflects the diversity and cultural competency goals of the institution.**

Several of our faculty have worked and lived overseas. For example, Joel Magnuson lived and taught in China. Bill Beebe spent time living in Germany, Spain and Greece. Justin Elardo has also spent time teaching in China. Normon Solomon has lived outside of the

United States in Canada as well as in France. In terms of diversity, more than half of our part-time faculty are women and nearly half of our total faculty are women. Additionally, many of our faculty have spent a considerable number of years working in the private sector or in other government sector employment. Overall our faculty bring a rich and varied set of experiences to the classroom.

**B. Report any changes the SAC has made to instructor qualifications since the last review and the reason for the changes**

The current economics instructor qualifications can be found here,  
<http://www.pcc.edu/resources/academic/instructor-qualifications/ec.html>

Currently, the requirement for economics faculty at Portland Community College is a Master's Degree in Economics or a Master's Degree in a related field plus a minimum of 30 hours of graduate coursework in Economics. Following discussion, there has been an effort to change this requirement since the last review. Although a proposal has been submitted for approval, thus far the new instructor qualifications have yet to be approved. Additionally, although the proposed changes to the instructor qualifications seeks greater specificity with respect to related fields and necessary training in economics, the new proposal is still unable to effectively address an important shortcoming regarding instructor qualifications. While four year colleges and universities typically will not hire a Master's Degree level candidate unless the candidate is in the act of completing their PhD such that the candidate is all-but-dissertation (ABD), PCC, to the contrary, will not hire an ABD candidate without the official Master's. Because four year colleges and universities have a more rigorous hiring standard, the inability or unwillingness of PCC to hire an ABD candidate in economics is a shortcoming in the hiring process. If a Masters candidate is not adequate for a four year college or university, while an ABD candidate is viable, then it stands to reason that the same standard should apply to candidates applying for positions at PCC. Otherwise, PCC is choosing to selectively hire candidates that are considered unqualified for four year colleges and universities while simultaneously excluding candidates that are qualified for positions four year colleges and universities will accept. 80% of the full-time faculty members and some of the part-time faculty have Ph.D.'s in economics or a related field. Other full-time and part-time faculty members have completed additional graduate-level coursework after the completion of their Master's Degree. All economics faculty members have attended a variety of workshops, seminars and symposiums on economic issues and on teaching techniques and strategies.

**C. How have professional development activities of the faculty contributed to the strength of the program/discipline? If such activities have resulted in instructional or curricular changes, please describe.**

We are committed to developing our skills and maintaining currency in our field. With support from the college and independently, we regularly attend conferences, write papers and publications, and do presentations. Several faculty members have taken mini-courses to learn to use web-CT and/or Blackboard. Some examples of other professional development activities include:

Bill Beebe has published five books on international trade and energy economics. He has had two articles published in professional journals.

Rhonda Collier completed the continuing education courses for faculty: "Apply Research to Instruction" and "Teacher and Student Centered Learning Strategies". Rhonda Collier attended the following conferences: American Social Science Association 2013 Conference, QM Works! Great Northwest Regional Conference 2013, San Francisco Federal Reserve Bank: 2013 Meet the Experts: Teaching Monetary Policy. Rhonda has also completed the PCC online instruction orientation (OIO) course and developed 3 online courses. She has also received training on how to use Collaborate to schedule conferences in online classrooms. Rhonda has also received 4 Teaching Performance Award Payments (TPAP) from ITT.

Erik Dean has successfully defended his dissertation in October of 2013 and is now in the process of preparing papers for publication. Erik has also attended the Pacific Northwest Great Teachers Seminar in June 2014. Additionally, Erik has been involved in the Social Justice Workgroup, seeking to improve pedagogy and content in math courses with topics to which students can relate. Erik previously completed the faculty course "Assessing Core Outcomes at PCC."

Justin Elardo developed instructor materials designed to accompany E.K. Hunt and Mark Lautzenheisers' textbook, "History of Economic Thought: A Critical Perspective." Justin completed the development of one hundred eighty six PowerPoint slides. The slides have been reviewed and accepted and now represent the primary instructor materials available for the Hunt and Lautzenheiser textbook.

Justin has also been contacted by the editors of the Encyclopedia of Social and Cultural Anthropology. The editors requested a 1000 word economic anthropology entry pertaining to the subject of the formalist versus substantivist debate which had also been the subject of Justin's dissertation. Justin's submission was accepted and the entry appears in the Encyclopedia of Social and Cultural Anthropology. Also Justin recently published a manuscript in the 32<sup>nd</sup> edition of the Review of Economic Anthropology. The paper represents another continuation of a line of research that began with Justin's dissertation.

In addition to publications and related professional activities, Justin has also made two guest appearances on the local radio station KBOO. First, on the morning of February 15, 2011 from 8-9am, Justin was a guest on the KBOO (90.7FM) Abe and Joe Talk Radio Show. The discussion centered on the role of demand-side or Keynesian economics in mitigating economic crisis (link to the podcast: <http://kboo.fm/node/26726>) On August 2, 2011, Justin made his second guest radio appearance on KBOO's Abe and Joe Talk Radio Show. The discussion of the show centered on the contentious federal debt ceiling debate and the compromise that was struck on August 1, 2011. Here is the link to the show as well as the podcast: <http://www.kboo.com/node/30110>.

Joel Magnuson has published two books, *Mindful Economics* (Seven Stories Press, 2008) and *The Approaching Great Transformation* (Seven Stories Press (US), Policy Press (UK), 2013) and currently has a contract with Policy Press for a third book, *From Greed to Well Being: If the Buddha Chaired the Central Bank* (2016). He continues to publish articles in journals and anthologies, the most recent of which in *Interconnections* housed at Anglia Ruskin University, Cambridge, UK: "Economics and Education in a World Without Oil," Volume 8, 2012 and "Happiness: A Resolution Destined to Fail?," Volume 9, 2013; and also, "The Growth Imperative: Prosperity or Poverty" in *Debt: Ethics, the Environment, and the Economy* Peter Paik and Merry Wiesner-Hanks, eds., Indiana University Press, June, 2013. He was invited to present his work at the Buddhist Economics workshop in Brussels, Belgium, in November, 2012; and in March, 2013, gave a talk titled "Toward a Livable Post Carbon Economy" as part of the Town Hall Seattle lecture series in Seattle, Washington. In April 2012, Joel was personally invited by Jigme Thinley, Prime Minister of Bhutan, to participate in a week-long meeting at the United Nations headquarters in New York. The meeting was held to initiate a new global well-being and sustainability-based paradigm as part of the UN Resolution, "Happiness: Towards a holistic approach to development."

Joel developed a new EC 201 Principles of Economics: Microeconomics for online modality. In November, 2012, he delivered the Keynote address for Oregon Air & Waste Management Association annual conference titled, "Economics and the Environment" in Portland. This last year he served on the search committee for the new SSHPE division dean at Rock Creek. He was also one of four panelists in the "Campus Conversations—Rock Creek" hosted by PCC hosted by PCC District President, Dr. Jeremy Brown in November, 2013. This last year he also gave talks in the Portland community on post carbon economics at Powell's bookstore, Annie Blooms bookstore, and at the Parkrose Community United Church of Christ's program on Community Dialogs.

Gordon McDonald has worked for more than thirty years as an economist in the energy industry. He forecasted energy demand, developed and managed energy conservation programs, and participated in government regulatory proceedings. Mr. McDonald was also employed by the country's largest economic forecasting firm, now known as Global Insight.

Charles Pace has successfully completed a five week training course for Online Instructor

Orientation to takeover and/or create a new EC 201 (Microeconomics) webcourse (EC 201). Charles has also completed training in online course accessibility provided by PCC's Accessibility Advocate for Online Courses. Additionally, Charles has attended and participated in a workshop organized by the Sustainable Practices for Academics and Resources Council as part of PCC's Sustainability Across the Curriculum Project. This "SPARC" workshop was based on cross disciplinary curriculum developed by the Association for Advancement of Sustainability in Higher Education (AASHE).

Norm Solomon has served on the State Water Resources Research Council and the Strategic Water Management Group, as well as the Governor's Task Force on Global Warming. He is currently attending economics courses at PSU.

Choikam (Miranda) Yip is an Online Learning Consortium member. Miranda has also recently attended the San Francisco Federal Reserve Conference for Community College instructors. Miranda has also participated in the following programs and/or lectures, Designing Effective Assessment offered by PCC Education department, the Steinhardt Lecture 2013 at Lewis & Clark College, topic: Fiscal Cliff, Debt Limits, and Unsustainable Deficit, the SLOAN-C Accessibility Webinar Series: Accessibility Specialists: Understanding "Invisible" Disabilities & What this Means for Online Education, and the SLOAN-C Workshop 2013: Successful Online Outcomes: Group Work.

## 6. Facilities and Support

(In an effort to facilitate direct and thorough input from EC SAC members, each of the following questions was addressed via an internal EC SAC survey. Summaries of these responses are provided below.)

### A. Describe how classroom space, classroom technology, laboratory space and equipment impact student success.

Access to a projector, sufficient whiteboard space, comfortable seating, and internet access are all important for facilitating lectures, classroom discussion, and for viewing multimedia content, including online videos and data. Desire2Learn allows us to post content to a course shell, which we believe substantially adds to the resources students have available to succeed in our courses. These different technologies—including internet access for video moreover, allow for the utilization of differing pedagogical approaches, which affords faculty the opportunity to reach students with different learning styles.

Several instructors have noted a problem in the occasional slow speeds and outages with PCC's internet service and D2L. Small, cramped classrooms and uncomfortable seating are also problems. Generally, tables appear to be preferable to the smaller desks that populate many of our classrooms. Likewise, seating arrangements in some classrooms prevents use of whiteboards.

**B. Describe how students are using the library or other outside-the-classroom information resources.**

Many of our assignments require outside research, including retrieving data, reading scholarly materials and journalistic sources such as the Wall Street Journal and the Economist. For instance, students may be asked to seek out newspaper articles that can be used to illustrate ideas learned in class. They may then be advised to use newspaper subscriptions via the PCC library or online news sources. Some supplementary reading materials are put on reserve at the library as well. Additionally, the PCC library website provides excellent resources to help students with the basics of researching and writing short assignments as well as longer term papers.

The following data is descriptive of library resources devoted to economic content:

There are 3,545 books and publications (things like Reports on Oregon's Economy) classified as dealing with Economics.

18 DVD sets in Economics.

539 Streaming Videos on Economics.

In terms of electronic resources available to students:

eBooks: (Mostly Scholarly) 904 Titles

Scholarly Journals (and a few others, like *The Economist*) related to Economics: 471 Titles

Streaming Videos about or related to Economics : 246 titles

In terms of materials use:

Since January, 2014 586 Economics books and DVDs have been checked out for a total of 893 checkouts.

Top titles: Food Inc: 30 Loans; Personal Finance for dummies 8 loans; World According to Monsanto, 8 loans; Water wars 7, and Stuffed and Starved: The hidden battle for the world food systems, 7.

Overall use of streaming videos has doubled since 2013.

Instructional use:

During 2014, no economics classes came to the library for a library instruction session.

**C. Provide information on clerical, technical, administrative and/or tutoring support.**

Administrative, technical, and clerical staff have all been very good with respect to answering questions, addressing student needs, making classroom supplies available, assisting in out of classroom projects (such as bulletin board creation), and attending to issues associated with necessary photocopying capital and equipment (though, again, the frequency of internet/network outages is of concern).



However, the tutoring services available for economics have generally been found to be wanting. At present there is only one on-campus tutor in our subject, and it is generally held among economics instructors that such tutors are sorely needed. In the absence of such a resource instructors have been using various means of supplementing their in-class time, office hours, and additional teaching time. These include PCC's eTutoring association, which, however, leaves something to be desired. Some instructors use web-based self-study tools like Pearson's Myeconlab. However, many of these resources come at a significant additional expense to students; and while there are free supplementary resources like the Khan Academy, we do not believe these can replace the value of an in-person tutor for economics. As such, we request that PCC provide for a regular economics tutors in the tutoring centers. We believe this is vital for improving student success in economics.

**D. Provide information on how Advising, Counseling, Disability Services and other student services impact students.**

Disability services have been helpful in ensuring accessibility and non-discrimination, and instructors regularly work with them to provide accommodations for students. Additionally instructors make efforts generally to make required and supplementary readings, online, resources, and so on as accessible to students as possible. Periodically, instructors will refer struggling students to Academic Advising as well as to some of PCC's other resources – for instance Suzanne Schmidt at Sylvania has worked with students in need of food or shelter.

**E. Describe current patterns of scheduling (such as modality, class size, duration, times, location, or other), address the pedagogy of the program/discipline and the needs of students.**

For the 2013/2014 academic year 54.46% of economics classes were taught by full-time instructors. Of the courses taught during the 2013/2014 academic year, the majority, 75%, were campus-based while online sections constituted the remaining 25% of course offerings. 2852 students enrolled in the 112 economics courses offered during the 2013/2014, resulting in an average class size of 25.46 students per class. Overall and depending on campus, economics classes operate with a student cap of 30 or 35 students. Economics classes are taught four hours per week and courses are offered at all four campuses, day and night, Monday through Saturday.

In terms of pedagogy, economics courses are largely taught in lecture format district wide, augmented with multi-media, and made accessible to a diverse student population including those with ADA-documented disabilities. Within in the context of each class, the individual instructor is afforded tremendous pedagogical latitude with respect to how best to convey ideas as well as with respect to choice of textbook.

## 7. Recommendations

### A. What is the SAC planning to do to improve teaching and learning, student success, and degree or certificate completion?

The economics SAC has become fully invested in the development and actualization of student assessment. Assessment projects have become increasingly targeted and refined to improve instructor awareness regarding the strengths and weaknesses of economics students. It is the desire of the economics SAC to further develop and improve upon assessment projects in an effort to continually derive more and better information regarding the competency of our students as well as to foment relevant discussion with the SAC regarding ways in which we can improve our instruction.

Increasingly SAC meetings have been directed toward addressing administrative tasks. Going forward it is the desire of the economics SAC that SAC meetings return to a period of robust discussion regarding pedagogy and textbook analysis.

### B. What support do you need from administration in order to carry out your planned improvements (for recommendations asking for financial resources, please present them in priority order. Understand that resources are limited and asking is not an assurance of immediate forthcoming support, but making administration aware of your needs may help them look for outside resources or alternative strategies for support )

- Full-time instructor at Rock Creek
- Tutor

### Program/Discipline Review Logistics:

- Reviews will be prepared at least every five years. Career and Technical Education programs may work out some degree of synchrony with external accreditation cycles.
- SACs will have access to various profiles (demographic, enrollment, and student success) at [http://www.pcc.edu/ir/program\\_profiles/index.html](http://www.pcc.edu/ir/program_profiles/index.html), and are encouraged to seek additional data as deemed useful from the Office of Institutional Effectiveness.
- Workshops will be held once each term to assist SACs embarking on or in the midst of review preparation. Participation by one or more SAC representatives in at least one workshop is expected in the year before the review.
- SACs will prepare a written report, which will include a narrative section (generally between 15 and 30 pgs) following the 8-point outline above, along with appendices as deemed appropriate to support the narrative. The primary audience is intended to be SAC members, PCC administrators, Northwest Commission on Colleges and Universities representatives, and Advisory Committee members.

- SACs are encouraged to share drafts with their Administrative Liaisons during preparation and will submit an electronic version of the report to one week prior to the scheduled Presentation/Discussion Meeting, so that it can be distributed electronically to the appropriate administrators. The report must be in one file (Word or PDF), and sent to the Dean of Academic Affairs.
- A Presentation/Discussion meeting will be held to provide an opportunity for the SAC to showcase accomplishments as well as challenges, and engage administrators in discussion relating to future directions. The agenda is designed by the SAC, **not to exceed 90 minutes**, to provide for at least 30 minutes for questions and discussion.
- The Presentation will generally involve several (if not all) SAC members including part-time faculty members, appropriate administrators and others. Some SACs choose to invite different sets of stakeholders, such as support staff, Advisory Committee members, Administrators/Faculty members from other disciplines, and/or current or former students.
  - The SAC notifies and invites SAC members and all other desired stakeholders.
  - The Dean of Academic Affairs will invite and send the program review to the following administrators: Vice President for Academic and Student Affairs, Campus Presidents, Deans of Instruction, Division Deans with responsibility in the subject area, Director of Institutional Effectiveness, Dean of Academic Affairs and others as appropriate. SACs should expect 6-10 of these administrators to attend.
- The SAC is responsible for securing a room for the presentation (based on the number of invitees and other needs (media, proximity to specialized space etc), and relaying that information to the Dean of Academic Affairs, so that other administrators can be informed.
- An Administrator (DOI or Division Dean) will make note of questions, comments or agreements that arise out of the meeting. At the end of the presentation, the group will agree on the timeframe for the Administrative Response.
- The Dean of Academic Affairs will post the Program/Discipline Review and the Administrative Response on the Program/Discipline review website: <http://www.pcc.edu/resources/academic/program-review/index.html>

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## **Appendix 1**

### **Program Review Presentation**

1. Welcome and introductions – Justin A. Elardo (SAC Chair, Cascade Campus)
2. Economics Program Highlights – Rhonda Collier (Sylvania Campus)
3. Economics SAC Strengths and Weaknesses – Erik Dean (Sylvania Campus)
4. Economics SAC Approach to Assessment – Joel Magnuson (Rock Creek Campus)
5. Recommendations – Justin A. Elardo (Cascade Campus)
6. Questions and Discussion

## **Appendix 2**

### **ECONOMICS SUBJECT AREA COMMITTEE (SAC)**

#### **SAC Administrative Support:**

Admin Support: Nancy Wessel

SAC Chair: Justin Elardo

#### **Full-time Faculty**

Rhonda Collier

Erik Dean

Justin Elardo

Joel Magnuson

Charles Pace

#### **Part-time Faculty**

Mary Allender

Bill Beebe

Maurita Fawls

Gordon McDonald

Rondi Schei

Norman Solomon

Choikam Yip

#### **Campus Economics Administrative Support:**

#### **Cascade Liberal Arts and Pre-College Programming Division:**

Dean: Nancy Wessel, CA TH 220, 971-722-5294, [nancy.wessel@pcc.edu](mailto:nancy.wessel@pcc.edu)

Support: Amanda Harrison, CA TH 220, 971-722-5250, [aharriso@pcc.edu](mailto:aharriso@pcc.edu)

Department Chair: Monica Schneider, CA TH 227, 971-722-5101, [monica.schneider@pcc.edu](mailto:monica.schneider@pcc.edu)

**Rock Creek Business and Humanities:**

Dean: Dana Fuller, RC Social Science & Health D, 971-722-6111, [dana.fuller@pcc.edu](mailto:dana.fuller@pcc.edu)

Support: Angela Wetzel, RC 3 201, 971-722-7780, [angela.wetzel@pcc.edu](mailto:angela.wetzel@pcc.edu)

Department Chair: Terri Barnes, RC 3 201, 971-722-7080, [terri.barnes1@pcc.edu](mailto:terri.barnes1@pcc.edu)

**Sylvania Social Science and Business Division:**

Interim Dean: Sarah Tillery, SY SS 217, 971-722-4288, [sarah.tillery@pcc.edu](mailto:sarah.tillery@pcc.edu)

Support: Tina Parrott, SY SS 217, 971-722-4289, [christina.parrott@pcc.edu](mailto:christina.parrott@pcc.edu)

Department Chair: Heather Guevara, SY SS 217, 971-722-8099, [heather.guevara@pcc.edu](mailto:heather.guevara@pcc.edu)

**SE Center ABE and GED Division**

Dean: Julie Kopet, SE Scott 103, 971-722-6263, [jkopet@pcc.edu](mailto:jkopet@pcc.edu)

Support: Laura Miller, SE Scott 103, 971-722-6281, [lmiller@pcc.edu](mailto:lmiller@pcc.edu)

Department Chair: Kathy Casto, SE Scott 103, 971-722-6145, [kcasto@pcc.edu](mailto:kcasto@pcc.edu)

## Appendix 3

### ECONOMICS CATALOG DESCRIPTION

#### **EC 200. Introduction to Economics. 4 Credits.**

Covers six topic areas: basic economic concepts, microeconomics, macroeconomics, the history of economic ideas, international trade and a variety of economic issues. Recommended for students who desire a one term survey course. Recommend: MTH 95. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. This course fulfills the following GE requirements: Social Science/AAOT, Social Science/AS, Social Science/AAS, Social Science/AGS, Social Science/ASOT-B.

#### **EC 201. Principles of Economics: Microeconomics. 4 Credits.**

Introduces the principles of microeconomics. Enhances the ability to recognize and analyze economic problems in the United States. Covers the American microeconomic system, which includes a familiarization with the basis of the price system and resource allocation; the operation of the firm; market concentration; regulation and antitrust policies. Recommended: MTH 95. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available. This course fulfills the following GE requirements: Social Science/AAOT, Social Science/AS, Social Science/AAS, Social Science/AGS, Social Science/ASOT-B.

#### **EC 202. Principles of Economics: Macroeconomics. 4 Credits.**

Covers the overall economy. Includes the basic reasons for and the problems of recession, inflation, and stagflation; the use of monetary, fiscal, and incomes policies; and other economic management tools. Recommended: MTH 95 and EC 201. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available. This course fulfills the following GE requirements: Social Science/AAOT, Social Science/AS, Social Science/AAS, Social Science/AGS, Social Science/ASOT-B.

#### **EC 203. Principles of Economics: Applications to Economic Issues. 4 Credits.**

Covers economic topics related to current events. Includes international trade and finance; energy and resource economics; poverty, discrimination, and income distribution in national economies and the global economy; economic development; financial market instability; environmental and sustainability issues; government and central bank policies and competing ideologies; other current or relevant topics. Prerequisites: WR 115, RD 115, and MTH 95 or equivalent placement test scores, and EC 200 or EC 201 or EC 202. Audit available. This course fulfills the following GE requirements: Social Science/AAOT, Social Science/AS, Social Science/AAS, Social Science/AGS, Social Science/ASOT-B.



**EC 216. Labor Markets: Economics of Gender, Race, and Work. 4 Credits.**

Covers topics related to labor markets with emphasis on the economic status of women and their decisions about work and family. Includes recent developments in the labor market; the gender pay gap and women-men occupational differences; labor supply decisions; human capital theory; racial discrimination; economics of marriage and household decisions. Recommended: MTH 95. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available. This course fulfills the following GE requirements: Social Science/AAOT, Social Science/AS, Social Science/AAS, Social Science/AGS, Social Science/ASOT-B.

**EC 221. Globalization and International Relations**

Provides an introductory survey of economic, political, social, and cultural dimensions of globalization and evaluates their impacts on international relations. Examines patterns of conflict and cooperation among countries including the influence of international institutions, NGOs, and global corporations. Introduces selected issues such as war and peace, global security, environment, elites and concentration of power, wealth and income distribution, cultural and ethnic identities and explores possible peaceful solutions to these global problems. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. PS 221, EC 221 and SOC 221 are equivalent and only one may be taken for credit. Audit available.

**EC 230. Contemporary World Economic Issues: International Economics. 3 Credits.**

Covers issues and problems related to international economics and international economic institutions. Includes trade and the balance of payments; trade competition between the U.S. and other nations; reform and restructure of the Russian and Eastern European economies; economic development and problems of developing nations. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. This course fulfills the following GE requirements: Social Science/AAOT, Social Science/AS, Social Science/AAS, Social Science/AGS, Social Science/ASOT-B.

**EC 285. Introduction to Political Economy. 4 Credits.**

Covers specific topics related to the United States economy from a systems/institutional perspective. Includes key institutions that make up the U.S. economy such as, corporations, government, the market system, labor unions, monetary and financial institutions, and others. Examines three problem areas: environmental degradation and resource depletion; social and political inequality; and economic instability. Introduces possible solutions based on institutional change and develops viable economic alternatives based on principles of environmental sustainability, equity and economic stability. Prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement scores. Audit available. This course fulfills the following GE requirements: Social Science/AAOT, Social Science/AS, Social Science/AAS, Social Science/AGS, Social Science/ASOT-B.

## Appendix 4

### Course Content and Outcome Guides

#### Course Content and Outcome Guide for EC 200

**Course Number:**

EC 200

**Course Title:**

Prin Econ: Intro, Inst & Phil

**Credit Hours: 4**

**Lecture Hours: 40**

**Lecture/Lab Hours: 0**

**Lab Hours: 0**

**Special Fee:**

#### Course Description

Covers six topic areas: basic economic concepts, microeconomics, macroeconomics, the history of economic ideas, international trade and a variety of economic issues. Recommended for students who desire a one term survey course. Recommend: MTH 95. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

#### Addendum to Course Description

Credits from this course qualify for general education purposes at Portland Community College and may be applied toward satisfying Associates Degrees at Portland Community College. Texts and other materials are to be used at the individual instructor's discretion. Prices for texts and/or other materials may be found at the Portland Community College bookstore.

#### Intended Outcomes for the course

1. Think critically and formulate independent and well-considered conclusions about economic issues and policies.
2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies.
3. Make rational decisions based on rudimentary marginal analyses
4. Be prepared to further their studies in Economics courses.

#### Outcome Assessment Strategies

Traditional and nontraditional techniques will be used to assess student mastery of the content, competencies, and outcomes. These techniques can assess either student products or processes:

Products: multiple choice exams, essays, individual group projects, student demonstrations, research projects, other projects with specified rating criteria, and portfolios.

Processes: interviews, documented observations, web searches, journals, student self-evaluations.

### **Course Content (Themes, Concepts, Issues and Skills)**

- Basic economic concepts such as scarcity and choice, opportunity cost, and the basic economic problems.
- The causes of industrialization and the development of the market system which would include the evolution of the market system, and the basis of supply and demand, market efficiency, and elasticity.
- Some of the major economic philosophies that have influenced the U.S. political economy which may include: Adam Smith, Karl Marx, Alfred Marshall, Thorstein Veblen, and John Maynard Keynes.
- The Consumer sector; household demographics, income distribution, poverty, and Government anti-poverty programs.
- The current structure of the American business sector.
- A simple treatment of aggregate supply and aggregate demand.
- The Government Sector: the evolution of Federal and State government, the current spending and taxation patterns, the benefits and problems of government intervention.
- Current issues in the American economy, such as health care, social security, environmental protection, and budget and trade deficits.
- International trade: comparative advantages, exchange rates, balance of payments, tariffs and quotas, international institutions, developing nations, and reform policies in former command economies.

Skills and competencies:

- Build a vocabulary of economic terms that will enable the student to find the daily reading of papers and periodicals easier and more meaningful.
- Develop the ability to summarize an economic argument, understand economic reports, and to discern between positive and normative statements.
- Develop the ability to acquire and analyze quantitative data and make mathematical computations using formulas.
- Develop the ability to use and apply theoretical models.
- Develop the ability to conduct cost/benefit analyses.
- Develop the ability to think clearly about social and environmental problems in an orderly and objective way.

## Course Content and Outcome Guide for EC 201

### Course Number:

EC 201

### Course Title:

Prin Econ: Microeconomics

### Credit Hours: 4

### Lecture Hours: 40

### Lecture/Lab Hours: 0

### Lab Hours: 0

### Special Fee:

### Course Description

Introduces the principles of microeconomics. Enhances the ability to recognize and analyze economic problems in the United States. Covers the American microeconomic system, which includes a familiarization with the basis of the price system and resource allocation; the operation of the firm; market concentration; regulation and antitrust policies. Recommended: MTH 95. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.

### Addendum to Course Description

Credits from this course qualify for general education purposes at Portland Community College and may be applied toward satisfying Associates Degrees at Portland Community College and/or Oregon transfer degrees. Textbooks are at the discretion of each course instructor. Prices for texts and/or other materials may be found at the Portland Community College bookstore.

### Intended Outcomes for the course

Upon successful completion, students will be able to:

1. Think critically and formulate independent and well-considered conclusions about economic issues and policies.
2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies.
3. Make rational decisions based on rudimentary marginal analyses.
4. Understand market structures and market power.
5. Be prepared to further their studies in Economics courses.

### **Course Activities and Design**

This course may include lecture and discussion formats utilizing faculty expertise, texts, supplementary reading materials, films, speakers, and other classroom aids at the discretion of the instructor. Regular attendance and completion of assigned reading are essential to the successful completion of this course. Instructors will teach in accordance with the goals and objectives listed in this Course Content Guide. The course Content Guides are developed by college-wide subject area faculty and are approved by management.

### **Outcome Assessment Strategies**

Traditional and nontraditional techniques will be used to assess student mastery of the content, competencies, and outcomes. These techniques can assess either products or processes:

Products: multiple choice exams, essays, individual group projects, student demonstrations, research projects, other projects with specified rating criteria, and portfolios.

Processes: interviews, documented observations, web searches, journals, student self-evaluations.

### **Course Content (Themes, Concepts, Issues and Skills)**

- Introductory terms and concepts: opportunity costs, marginal decision making, and the use of the production possibility curve.
- Demand analysis: identify the factors that determine consumer demand. This will include topics such as elasticities and the utility theory of value.
- Comparative advantage: how countries specialize in international trade and the use of tariffs and quotas.
- Production costs: identify types of production costs and illustrate graphically various cost curves.
- Profit maximization: how firms maximize profits under different types of markets such as perfect competition; monopoly; oligopoly; monopolistic competition; etc.
- Labor markets: wage determination and hiring decisions
- Factor prices: Theories of rent, profit, interest and wages
- Market failures: public goods and externalities
- Government intervention: regulation of industry and antitrust policies. The roles and functions of government in regulating market activities and encouraging competition.

Skills and competencies:

- Build a vocabulary of economic terms that will enable the student to find the daily reading of papers and periodicals easier and more meaningful.
- Develop the ability to summarize an argument, understand economic reports, and to discern between positive and normative statements.
- Develop the ability to acquire and analyze quantitative data and make mathematical computations using formulas.
- Develop the ability to use and apply theoretical models.

- Develop the ability to conduct cost/benefit analyses.
- Develop the ability to think clearly about social and environmental problems in an orderly and object way.

**Course Number:**

EC 202

**Course Title:**

Prin Econ: Macroeconomics

**Credit Hours: 4****Lecture Hours: 40****Lecture/Lab Hours: 0****Lab Hours: 0****Special Fee:****Course Description**

Covers the overall economy. Includes the basic reasons for and the problems of recession, inflation, and stagflation; the use of monetary, fiscal, and incomes policies; and other economic management tools. Recommended: MTH 95 and EC 201. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.

**Addendum to Course Description**

Credits from this course qualify for general education purposes at Portland Community College and may be applied toward satisfying Associates Degrees at Portland Community College. Books and other materials are at the discretion of each course instructor. Prices for texts and/or other materials may be found at the Portland Community College bookstore.

**Intended Outcomes for the course**

Upon successful completion, students should be able to:

1. Think critically and formulate independent and well-considered conclusions about economic issues and policies.
2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies.
3. Understand different paradigmatic perspectives regarding the stability or instability of the macroeconomy.
4. Awareness of the different public policy options for addressing macroeconomic issues and problems.
5. Make rational decisions based on rudimentary marginal analyses.
6. Be prepared to further their studies in Economics courses.

**Course Activities and Design**

This course may include lecture and discussion formats utilizing faculty expertise, texts, supplementary reading materials, films, speakers, and other classroom aids at the discretion of the instructor. Regular attendance and

completion of assigned reading are essential to the successful completion of this course. Instructors will teach in accordance with the goals and objectives listed in this Course Content Guide. The course Content Guides are developed by college-wide subject area faculty and are approved by management.

### **Outcome Assessment Strategies**

Traditional and nontraditional techniques will be used to assess student mastery of the content, competencies, and outcomes. These techniques can assess either product or processes:

Products: multiple choice exams, essays, individual group projects, student demonstrations, research projects, other projects with specified rating criteria, and portfolios.

Processes: interviews, documented observations, web searches, journals, student self-evaluations.

### **Course Content (Themes, Concepts, Issues and Skills)**

- What macroeconomics tries to explain; an introduction to GDP growth and fluctuations.
- Macroeconomic measurement; Output, income, employment, and inflation.
- The economy in the long run; explaining trends in output, labor, and financial markets; economic growth.
- The economy in the short run; explaining economic fluctuations.
- Economic policy; the role of the Federal Reserve; fiscal policy and the government budget.
- The international economy; exchange rates, the balance of payments; monetary and fiscal policy in an open economy.

#### **Skills and competencies**

- Build a vocabulary of economic terms that will enable the student to find the daily reading of papers and periodicals easier and more meaningful.
- Develop the ability to summarize an argument, understand economic reports, and to discern between positive and normative statements.
- Develop the ability to acquire and analyze quantitative data and make mathematical computations using formulas.
- Develop the ability to use and apply theoretical models.
- Develop the ability to think clearly about policy tradeoffs.



## **Course Content and Outcome Guide for EC 203**

### **Course Number:**

EC 203

### **Course Title:**

Prin Econ: App to Econ Issues

**Credit Hours:** 4

**Lecture Hours:** 40

**Lecture/Lab Hours:** 0

**Lab Hours:** 0

**Special Fee:**

### **Course Description**

Covers economic topics related to current events. Includes international trade and finance; energy and resource economics; poverty, discrimination, and income distribution in national economies and the global economy; economic development; financial market instability; environmental and sustainability issues; government and central bank policies and competing ideologies; other current or relevant topics. Prerequisites: WR 115, RD 115, and MTH 95 or equivalent placement test scores, and EC 200 or EC 201 or EC 202. Audit available.

### **Addendum to Course Description**

Credits from this course qualify for general education purposes at Portland Community College and may be applied toward satisfying Associates Degrees at Portland Community College. Books and other materials are at the discretion of each course instructor. Prices for texts and/or other materials may be found at the Portland Community College bookstore.

### **Intended Outcomes for the course**

Upon successful completion, students should be able to:

1. Think critically and formulate independent and well considered conclusions about economic issues and policies.
2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies.
3. Be better equipped to filter news and media based information by applying a more complete understanding of the different paradigmatic perspectives regarding current economic issues.
4. Further develop civic understanding by virtue of greater awareness of the different public policy options for addressing economic issues and problems.
5. Make rational decisions based on rudimentary marginal analyses.
6. Be prepared to further their studies in Economics courses.

### **Course Activities and Design**

This course may include lecture and discussion formats utilizing faculty expertise, texts, supplementary reading materials, films, speakers, and other classroom aids at the discretion of the instructor. Regular attendance and completion of assigned reading are essential to the successful completion of this course. Instructors will teach in accordance with the goals and objectives listed in this Course Content Guide. The course Content Guides are developed by college-wide subject area faculty and are approved by management.

### **Outcome Assessment Strategies**

Traditional and nontraditional techniques will be used to assess student mastery of the content, competencies, and outcomes. These techniques can assess either products or processes:

**Products:** multiple choice exams, essays, individual group projects, student demonstrations, research projects, other projects with specified rating criteria, and portfolios.

**Processes:** interviews, documented observations, web searches, journals, student self-evaluations.

### **Course Content (Themes, Concepts, Issues and Skills)**

1. Build a vocabulary of economic terms that will enable the student to find the daily reading of papers and periodicals easier and more meaningful.
2. Develop the ability to summarize an argument, understand economic reports, and to discern between positive and normative statements.
3. Develop the ability to acquire and analyze quantitative data and make mathematical computations using formulas.
4. Develop the ability to use and apply theoretical models.
5. Develop the ability to conduct cost/benefit analyses.
6. Develop the ability to think clearly about social and environmental problems in an orderly and object way.

This course may all or part of the following:

1. Monetary and fiscal policies and the different approaches to macroeconomic management. Specifically examines Keynesian Demand-Side and the Supply-Side approaches.
2. International economics and economic globalization that includes imports and exports, international trade, trade deficits/surpluses, trade theory and specialization, domestic exchange equations, terms of trade, comparative advantage and absolute advantage, and free trade and protectionist arguments.
3. International finance: exchange rates, balance of payments, current and capital accounts, and international financial market instability.
4. Energy resources availability, alternative energy, environmental economics and economic sustainability.
5. Income distribution, Lorentz curves and Gini Indexes, poverty, social security and welfare reform, labor markets and unionization; income distribution in both the national economy and in the global economy.
6. Economic development

7. Other current economic subjects or topics that are of particular interest to students and other PCC programs.

**Instructor's Qualifications:**

A Master's degree in economics or a degree in a related discipline with at least 30 hours of graduate credits in economics. A background of coursework in economic history and economic thought is preferred.

## **Course Content and Outcome Guide for EC 216**

### **Course Number:**

EC 216

### **Course Title:**

Labor Markets: Economics of Gender, Race, and Work

**Credit Hours: 4**

**Lecture Hours: 40**

**Lecture/Lab Hours: 0**

**Lab Hours: 0**

**Special Fee:**

### **Course Description**

Covers topics related to labor markets with emphasis on the economic status of women and their decisions about work and family. Includes recent developments in the labor market; the gender pay gap and women-men occupational differences; labor supply decisions; human capital theory; racial discrimination; economics of marriage and household decisions. Recommended: MTH 95. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.

### **Addendum to Course Description**

Credits from this course qualify for general education purposes at Portland Community College and may be applied toward satisfying Associates Degree at PCC. Books and other materials are at the discretion of each course instructor. Prices for texts and/or other materials may be found at the Portland Community College bookstore.

### **Intended Outcomes for the course**

Upon successful completion, students should be able to:

1. Think critically and formulate independent and well considered conclusions about recent labor market trends and their implications for families and women in particular.
2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies.
3. Understand different paradigmatic perspectives regarding the household as an economic unit; and how gender and division of labor within the household affects labor supply decisions and income.
4. Enhance civic engagement by developing a deeper awareness of the different public policy options for addressing the gender gap and its causes with respect to income, occupation, and human capital differences.
5. Make rational decisions based on rudimentary marginal analyses.
6. Be prepared to further their studies in Economics courses.

### **Course Activities and Design**

This course may be conducted through combinations of methods and tools which may include lectures; classroom discussions; group discussions; texts and supplementary readings; films; guest speakers and other classroom aids at the discretion of the instructor.

Students are required to attend classes regularly and complete their reading/writing assignments promptly.

### **Outcome Assessment Strategies**

- At the beginning of the course, the instructor will hand out a course syllabus, including the criteria for assigning a course grade. Different techniques may be used for assessment. They may include: multiple choice exams, essays, individual group projects, student demonstrations or presentations, research projects or other projects with specified rating criteria. Assessment techniques for processes may include: interviews, documented observations, web searches, journals, and student self-evaluations.

Subject Matter, Concepts, Themes, and Issues:

- **THE NATURE OF WOMEN AND MEN: A SOCIOBIOLOGICAL PERSPECTIVE**
  - Role of sociobiology in explaining gender differences.
  - An historical perspective-the U.S. experience.
- **FAMILY AS AN ECONOMIC UNIT**
  - The changing roles of women and men in our society.
  - The role of specialization and exchange and division of labor in the household.
  - The changing structure of the American family.
- **LABOR SUPPLY PARTICIPATION DECISIONS**
  - Trends in labor supply participation for women and men.
  - Time allocation between household and the labor market.
- **OCCUPATIONAL SEGREGATION**
  - Differences in occupations and earnings for women and men.
  - The human capital model.
- **THE ROLE OF LABOR MARKET DISCRIMINATION IN OCCUPATION AND EARNING DIFFERENCES.**
- **RACIAL DISCRIMINATION**
  - Trends in racial discrimination.
  - Changes in family structure among black Americans
  - Public policy and discrimination.
- **UNEMPLOYMENT**
  - Measures of unemployment
  - Types of unemployment
  - Natural rate of unemployment
  - Unemployment policies
- **UNIONS AND COLLECTIVE BARGAINING**
  - Unions in the U.S.
  - Unions in other countries
  - Union goals and objectives
  - Bargaining power and strikes
  - Effects of unions
- **RECENT DEVELOPMENTS IN THE LABOR MARKET AND THEIR IMPACTS ON WOMEN AND MEN**
  - Declining gender pay gap.
  - Corporate restructuring and job loss.

- Growth in self-employment.
- Changing face of labor unions.
- PUBLIC POLICIES
  - Balancing work and family.
  - Family leave.
  - Flexible benefit plans.
  - Welfare and antipoverty programs.

### **Course Content (Themes, Concepts, Issues and Skills)**

1. Be able to identify the changing forces, such as demographics, that shape the U.S. labor market trends.
2. Explain the nature and causes of occupational segregation and the gender pay gap.
3. Express the knowledge about factors that affect labor supply decisions for women vis-à-vis their men's counterparts.
4. Understand the household as an economic unit and explain their knowledge about the link between division of labor within the household and income or occupation.
5. Be able to understand the trends in racial inequalities, and the changes in family structures among black Americans.
6. Be able to understand the goals and objectives of unions and their effects in our economy.
7. Explain the nature and causes of unemployment.

#### **Instructors Qualifications:**

A Masters degree in economics or a degree in a related discipline with at least 30 hours of graduate credits in economics. A background of coursework in labor economics is preferred.

**Course Number:**

EC 221

**Course Title:**

Globalization &amp; Int. Relations

**Credit Hours: 4****Lecture Hours: 40****Lecture/Lab Hours: 0****Lab Hours: 0****Special Fee:****Course Description**

Provides an introductory survey of economic, political, social, and cultural dimensions of globalization and evaluates their impacts on international relations. Examines patterns of conflict and cooperation among countries including the influence of international institutions, NGOs, and global corporations. Introduces selected issues such as war and peace, global security, environment, elites and concentration of power, wealth and income distribution, cultural and ethnic identities and explores possible peaceful solutions to these global problems. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. PS 221, EC 221 and SOC 221 are equivalent and only one may be taken for credit. Audit available.

**Addendum to Course Description**

Fulfills core course requirement at PCC for Peace and Conflict Studies Program (PACS) Focus Awards. Students should consult with a PCC Academic Advisor and/or other institutions regarding transfer and application of credits to other institutions.

**Intended Outcomes for the course**

Upon successful completion students should be able to: 1. Recognize characteristics of global systems, including the specific structure and functions of various international institutions as well as the roles played by nation states, multinational corporations, and a wide variety of non-governmental organizations and social institutions. 2. Examine arguments for and against economic and cultural globalization, noting how these arguments reflect a range of culturally based assumptions and preferences with regards to different approaches to international political economy (IPE) and security. 3. Explore the evolving context of international relationships, including the impact of diverse cultural ideas, behaviors, and issues upon these relationships, taking care to show sensitivity and empathy toward those holding viewpoints different from your own. 4. Analyze the impacts of international policies upon local realities, developing the ability to conceptually organize information while practicing ethical and social requirements of responsible global citizenship. 5. Recognize and understand the role and influence of global media and technological changes upon the quality of information available to us, while evaluating environmental and other consequences associated with a diversity of points of view in dealing with global issues.

### **Course Activities and Design**

This course will be consistently cross listed for credit in the three disciplines of political science, economics, and sociology to be taught by interested instructors meeting the minimum requirements for teaching in any of these disciplines at PCC .Course activities and design may make use of combinations of methods and tools including lectures, classroom discussions, texts and supplementary readings, films, guest speakers, and other classroom aids at the discretion of the instructor.

### **Outcome Assessment Strategies**

Different techniques may be used for assessment which will be determined by the individual instructor. They may include:

- Exams consisting of essays, multiple choice, or other methods that integrate and require application of concepts, themes, and issues covered in this course.
- Written assignments such as papers, reports, reviews, journals, or other exercises that demonstrate a critical capacity to evaluate information relating to this course
- Individual or group projects where students identify resources that provide information and utilize these resources to evaluate policies reflecting conflicting beliefs, goals, and strategies
- Oral presentations, debates, role playing, or other exercises intended to provide a more comprehensive understanding of issues and how they may be addressed.
- Research projects using standard research techniques, acceptable formats, and specified rating criteria

### **Course Content (Themes, Concepts, Issues and Skills)**

#### **1. Explaining Globalization**

- Definitions and global trends.
- The modern world systems of capitalism and socialism.
- Socioeconomic and politics of the global system.
- Nation States in the era of globalization.

#### **2. Globalization and the World Economy**

- International trade and strategic foreign policies.
- Trade agreements and trading blocks.
- WTO, NAFTA, IMF, WB, APEC.
- China, India, EU, Russia, U.S., Brazil, Turkey.
- Globalization and financial systems.
- Economic performance and income distribution.
- Corporations, social accountability, speculative investment, booms and busts.
- Technological changes: costs and benefits.

#### **3. Globalization, Nation State, and Global Governance**

- The changing role of nation state.
- The new world order.
- Political elites and concentration of power.
- Foreign policies, economic and political rivalries, and strategic interests.
- Military alliances and rogue states.
- United Nations.
- Democracies, dictatorships and NGOs.



- Nation building.
- Social change and movements
- Civil society.

#### 4. Globalization, Information, and Culture

- Going global: sushi, Big Mac, and popular culture.
- Internet, global media, and information flows.
- Clash of civilizations, cultural and ethnic identities.

#### 5. Global Threats and Challenges

- Environment, sustainability, and energy supplies.
- Food and population.
- Terrorism and wars.
- Nuclear proliferation.
- Diseases and cyber crimes.
- Poverty and income distribution.

#### Competencies and Skills

1. Identify the changing forces of globalization
2. Explain the changing role of nation-state
3. Express knowledge about factors that lead to regional and global conflicts
4. Identify and understand major global environmental threats
5. Analyze the socioeconomic and political structures of the global system.
6. Demonstrate knowledge of the interdependencies of foreign policies, economic rivalries, and strategic interests.
7. Analyze the roles of global corporations, international organizations, and NGOs.

## Course Content and Outcome Guide for EC 230

### Course Number:

EC 230

### Course Title:

Cont Wrld Eco Issu: Intl Econ

### Credit Hours: 3

### Lecture Hours: 30

### Lecture/Lab Hours: 0

### Lab Hours: 0

### Special Fee:

### Course Description

Covers issues and problems related to international economics and international economic institutions. Includes trade and the balance of payments; trade competition between the U.S. and other nations; reform and restructure of the Russian and Eastern European economies; economic development and problems of developing nations. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

### Addendum to Course Description

Credits from this course qualify for general education purposes at Portland Community College and may be applied toward satisfying Associates Degrees at Portland Community College. Courses with three digit numbers may be transferable to four year colleges and universities. Students should consult with a member of the Economics faculty at Portland Community College and/or other institutions regarding transferability and application of credit to other institutions. Books and other materials are at the discretion of each course instructor. Prices for texts and/or other materials may be found at the Portland Community College bookstore.

### Intended Outcomes for the course

Upon successful completion, students should be able to:

1. Think critically and formulate independent and well considered conclusions about the global economy.
2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies.
3. Understand different paradigmatic perspectives regarding international trade and economic development.
4. Enhance civic engagement by applying a deeper awareness of the different public policy options for addressing challenges associated with economic development.
5. Make rational decisions based on rudimentary marginal analyses.
6. Be prepared to further their studies in Economics courses

### **Course Activities and Design**

This course may include lecture and discussion formats utilizing faculty expertise, texts, supplementary reading materials, films, speakers, and other classroom aids at the discretion of the instructor. Regular attendance and completion of assigned reading are essential to the successful completion of this course.

### **Outcome Assessment Strategies**

Evaluation procedures will be determined by the individual instructor and will be discussed during the first class meeting.

### **Course Content (Themes, Concepts, Issues and Skills)**

The defined outcomes listed in this guide are stated in terms of what the student will know after completing this course. This section is a statement of final learning outcomes and does not attempt to show how, or in what order, the defined outcomes will be achieved.

- Upon completing this course, students should have a basic understanding of:
- The benefits and problems posed by international trade.
- Discuss comparative advantage, examine arguments for trade barriers, study the history of trade restrictions in the U.S., and trade friction between the U.S. and Japan.
- Understand the U.S. balance of Payments and its effect upon the level of the domestic economy and how the exchange rates are determined.
- Identify the major transactions and accounts of the balance of payments.
- Discuss the gold standard, IMF System, & current floating exchange rate system.
- Know the specific structure and functions of various international institutions.
- Know the evolution, structure and reform of the major economies of Western & Eastern Europe.
- Common characteristics of Western European Economies.
- The evolution and current status of the European Economic Community.
- Structure and reform of the Eastern European & Russian Economies.
- Basic understanding of economic growth and the problems of developing countries.
- The importance of savings and investment and various growth models
- Analyze a number of barriers to economic growth faced by LDC's.
- U.S. foreign economic policies.
- Third World Nations development strategy.

## Course Content and Outcome Guide for EC 285

### Course Number:

EC 285

### Course Title:

Intro. Political Economy

### Credit Hours: 4

### Lecture Hours: 40

### Lecture/Lab Hours: 0

### Lab Hours: 0

### Special Fee:

### Course Description

Covers specific topics related to the United States economy from a systems/institutional perspective. Includes key institutions that make up the U.S. economy such as, corporations, government, the market system, labor unions, monetary and financial institutions, and others. Examines three problem areas: environmental degradation and resource depletion; social and political inequality; and economic instability. Introduces possible solutions based on institutional change and develops viable economic alternatives based on principles of environmental sustainability, equity and economic stability. Prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement scores. Audit available.

### Addendum to Course Description

Credits from this course qualify for general education purposes at Portland Community College and may be applied toward satisfying Associates Degrees at Portland Community College. Books and other materials are at the discretion of each course instructor. Prices for texts and/or other materials may be found at the Portland Community College bookstore.

### Intended Outcomes for the course

Upon successful completion, students should be able to:

1. Think critically and formulate independent and well considered conclusions about the salient features of a capitalist economy.
2. Effectively participate in the political process and the economy by utilizing an understanding of the historical evolution of economic systems, institutions and ideologies.
3. Understand different paradigmatic perspectives regarding capitalism as an economic system.
4. Evaluate current public policy options including, but not restricted to, laws pertaining to the minimum wage and living wage, carbon taxes, and economic stimulus programs intended to mitigate economic problems such as inequality, non-sustainability, resource depletion and instability.
5. Make rational decisions based on rudimentary marginal analyses.
6. Be prepared to further their studies in Economics courses.

### **Course Activities and Design**

This course may include lecture and discussion formats utilizing faculty expertise, texts, supplementary reading materials, films, speakers, and other classroom aids at the discretion of the instructor. Regular attendance and completion of assigned reading are essential to the successful completion of this course. Instructors will teach in accordance with the goals and objectives listed in this Course Content Guide. The Course Content Guides are developed by college-wide subject area faculty and are approved by management.

### **Outcome Assessment Strategies**

Traditional and nontraditional techniques will be used to assess student mastery of the content, competencies, and outcomes. These techniques can assess either products or processes:

**Products:** multiple choice exams, essays, individual group projects, student demonstrations, research projects, other projects with specified rating criteria, and portfolios.

**Processes:** interviews, documented observations, web searches, journals, student self-evaluations.

### **Course Content (Themes, Concepts, Issues and Skills)**

1. Economic systems, institutions and their historical evolution.
2. The market system as an institution.
3. Traditional and nontraditional views of the role governments play in capitalist economies.
4. The U.S. financial system: monetary institutions and Wall Street.
5. The need for growth in a capitalist system and the limit to growth.
6. The causes of economic instability and inequality
7. Economic alternatives

### **Instructor's Qualifications:**

A Masters degree in economics or a degree in a related discipline with at least 30 hours of graduate credits in economics. A background of coursework in economic history and economic thought is preferred.

## Appendix 5

### Mapping Level Indicators:

1. Not Applicable.
2. Limited demonstration or application of knowledge and skills.
3. Basic demonstration and application of knowledge and skills.
4. Demonstrated comprehension and is able to apply essential knowledge and skills.
5. Demonstrates thorough, effective and/or sophisticated application of knowledge and skills.

### Core Outcomes:

1. Communication.
2. Community and Environmental Responsibility.
3. Critical Thinking and Problem Solving.
4. Cultural Awareness.
5. Professional Competence.
6. Self-Reflection.

Course	Course Name	CO1	CO2	CO3	CO4	CO5	CO6
EC 200	Introduction to Economics	4 <sup>2</sup>	3	4	4	2 <sup>2</sup>	4
EC 201	Principles of Economics: Microeconomics	4 <sup>2</sup>	3 <sup>1</sup>	4 <sup>1</sup>	2 <sup>1</sup>	3 <sup>1,2</sup>	3 <sup>1</sup>
EC 202	Principles of Economics: Macroeconomics	4 <sup>1,2</sup>	3	4 <sup>1</sup>	4 <sup>1</sup>	3 <sup>1,2</sup>	3 <sup>1</sup>
EC 203	Principles of Economics: Applications to Economic Issues	4	3	4	4	4	4
EC 216	Labor Markets: Economics of Gender, Race, and Work	4	4	3	4	4	4
EC 221	Globalization and International Relations	4	3	4	4	3	3
EC 230	Contemporary World Economic Issues: International Economics	4	3	4	4	3	3
EC 285	Introduction to Political Economy	4	3	4	3	4	4

<sup>1</sup> Assessed as part of annual SAC assessment work

<sup>2</sup> Expected to be a part of every faculty member's routine student evaluation/grading.

## Appendix 6

### PCC Programs Requiring or Recommending Economics Courses

#### **Aviation Science - Airplane or Helicopter (Approved Electives)**

EC 200 Principles of Economics: Intro, Institutions & Philosophies 3-4

EC 201 Principles of Economics: Microeconomics 4

EC 202 Principles of Economics: Macroeconomics 4

#### **Business Administration**

##### **Associate of Science Oregon Transfer Degree in Business**

A minimum of eight credits in microeconomics and macroeconomics with a grade of “C” or better.

##### **Associate of Applied Science Degrees in:**

Accounting - EC201 AND EC202

Marketing - EC200

Management - EC201 OR EC202

##### **One-Year Certificates**

Accounting Clerk - EC200 OR EC201 OR EC202

Marketing

##### **Less than One-Year Certificates**

Accelerated Accounting

Retail Management

##### **Less than One-Year Certificates: Career Pathways**

Entry Level Sales and Service

Entry Level Accounting

##### **International Business Program Award (core courses): EC230**

#### **Peace and Conflict Focus Award**

##### **Category I: Personal and Societal Peace and Conflict**

EC 216 Labor Markets: Economics of Gender, Race, and Work

##### **Category IV : Global Peace and Conflict**

EC 115 Outlines of Economics

EC 230 Contemporary World Economic Issues: International Economics

### **Courses that can be used for the AAOT Sequence Requirement**

**(Choose 2):**

EC 200 Introduction to Economics

EC 201 Principles of Economics: Microeconomics

EC 202 Principles of Economics: Macroeconomics

EC 203 Principles of Economic Issues: Applications to Economic Issues

EC 216 Labor Markets: Economics of Gender, Race & Work

EC 230 Contemporary World Economic Issues: International Economics

EC 285 Introduction to Political Economics

**Dental Laboratory Technology Degree (approved electives)**

EC200 OR EC201 OR EC216

**Nonprofit Community Development Certificate: EC201****Computer Information Systems AAS Degree, One-Year Certification, & Network Administration AAS Degree****Computer Information Systems Program (business electives)**

EC201, EC202, EC203

**Women's Studies Focus Award (electives): EC216**



## Appendix 7

### Enrollment Statistics:

Source: Institutional Effectiveness

[http://www.pcc.edu/ir/program\\_profiles/201213/Productiontables/EC.pdf](http://www.pcc.edu/ir/program_profiles/201213/Productiontables/EC.pdf)

[http://www.pcc.edu/ir/program\\_profiles/201213/Productiontables/LDC.pdf](http://www.pcc.edu/ir/program_profiles/201213/Productiontables/LDC.pdf)

## Student Demographics

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Academic Year	2010-11	2011-12	2012-13
<b>Enrollment</b>			
(FTE/Headcount)			
Economics	323.4 / 2885	336.8 / 3000	314.0 / 2827
<b>Gender</b>			
(Female %/Male %)			
Economics	42.1 / 57.9	41.4 / 58.6	44.1 / 55.9
All PCC Transfer*	54.5 / 45.5	54.2 / 45.8	54.2 / 45.8
<b>Race/Ethnicity**</b>			
(% Non-white, Non-Hispanic)			
Economics	27.4	28.9	31.8
All PCC Transfer*	28.8	30.2	31.9
<b>Age (% 18-30)</b>			
Economics	75.5	75.1	75.1
All PCC Transfer*	68.5	67.5	67.2

<b>Full vs Part Time</b>			
(% Full Time)			
Economics	67.1	68.1	69.3
All PCC Transfer*	49.3	49.4	49.2
<b>Degree Seeking (%)</b>			
Economics	90.8	90.7	92.6
All PCC Transfer*	86.1	85.7	86.6

\* All PCC students in transfer program courses.

\*\* More Asian/Pacific Islander students enrolled in economics vs. all PCC transfer programs. African American and Hispanic students underrepresented in economics vs. all PCC transfer programs.

## Appendix 8

### Economics Faculty Biographies

#### Full-time Faculty

##### Rhonda Collier

M.A., Economics, George Mason University, Fairfax, VA 1998.

B.A., History, Economics, University of Oregon, Eugene, OR 1994.

I have been teaching Economics at PCC since Winter term, 2004. I also have several years of experience doing cost-benefit studies and statistical analyses for the United States Department of Defense in Washington DC and for the petrochemical industry. I have worked as a computer programmer for the National Headquarters of the American Red Cross. I was hired as a full-time faculty member in 2012.

##### Erik Dean

Ph.D., M.A., B.A., Economics, University of Missouri – Kansas City

I have been teaching at PCC for two years, following a one-year contract at Dickinson College (Carlisle, PA), and part-time teaching at UMKC. In October 2014 I successfully defended my dissertation, entitled “Toward a Heterodox Theory of the Business Enterprise: The Going Concern Model and the US Computer Industry.”

##### Justin Elardo

Ph. D., Economics, University of Utah, Salt Lake City

M.S., Economics, University of Utah, Salt Lake City

B.A., Economics, Cortland College, Cortland, NY

Prior to joining Portland Community College in 2010, I taught at a wide variety of institutions of higher learning. I had the good fortune of teaching a diverse student body at such institutions of higher learning such as Marygrove College in Detroit, Michigan, Ohio State University in Columbus, Ohio, and Lewis & Clark College in Portland, OR. Additionally, I graduated from the University of Utah, earning a doctorate in economics with my dissertation focusing on the subject area of economic anthropology. As a result of my dissertation, I have also conducted research in the areas of economic anthropology, political economy, economic history, and the history of economic thought and have published articles in the journal *Research*

*in Economic Anthropology* as well as the *Review of Radical Political Economics*. My ongoing research continues to explore topics in political economy and economic anthropology.

### **Joel Magnuson**

Ph.D., Economics, University of Utah, Salt Lake City

B.S., Portland State University, Portland

I have been teaching economics at PCC since 1995 as a full time instructor. Prior to teaching at PCC, I taught as a one-year full time visiting professor of economics at Portland State University and for two years at the University of Utah. I currently hold the position of Department Chair of Social Sciences at Rock Creek.

### **Charles Pace**

Ph.D. in economics (with distinction) from Colorado University in Boulder, CO

B.A. in economics (with honors) from the University of Oregon in Eugene, OR.

I hold a Ph.D. in economics and have taught undergraduate and graduate-level courses in economics at PCC and other institutions of higher learning. For more than two decades, I have worked as a consultant for American Indian tribes and agencies of federal, state and local governments, applying economic analysis in complex litigation, negotiations, strategic planning, and business development. Most of my recent professional work has focused on resolving long-standing conflicts over energy and natural resources in the western United States and British Columbia, as well as cleanup of hazardous wastes and mitigation of threats to human health and the environment.

## **Part-time Faculty**

### **Mary Allender**

Ph.D. Economics, University of Oregon

Primary field: Industrial Organization

Secondary fields: International Economics and Finance, Natural Resource, Economics

Dissertation Title: An Economic Policy Analysis of Resale Price Maintenance

M.A. Economics, University of Michigan

B.A. Economics, Reed College

### **Bill Beebe**

Economics, BS, Oregon State University

Economics, MS, Southern Oregon University

I completed approximately 90 hours of additional graduate credits in Economics @ Southern Illinois University

I am retired from Bonneville Power Administration (U.S. Department of Energy) as an industry economist, having been there since 1978. My past experience includes working for the Governor's Office, State of Oregon; the Consumer Affairs Office, State of Oregon; and for SAIF, State of Oregon. I have presented papers at the Midwest, Western and Pacific Northwest Economic Associations on International trade, economic history, energy, and privatization topics, and have written two books on international trade in Oregon.

Teaching experience:

Southern Illinois University

John A. Logan Community College

University of Maryland

Portland Community College, 1977 to present

### **Maurita Fawls**

MBA, Lehigh University, Bethlehem, PA, plus 30 hours of graduate work in Economics.

B.A., Cedar Crest College, Allentown, PA

I have been teaching Economics part time at PCC since 2004.

Prior to teaching at PCC, I was a full time Economics/Business instructor at South University, Montgomery, Alabama.

I also taught Economics part time at Clark College from 2002-2005.

### **Gordon McDonald**

M.A. Economics, University of Washington, WA

Master of Arts in Teaching, Lewis and Clark College

I worked for more than thirty years as an economist in the energy industry. I forecasted energy demand, developed and managed energy conservation programs, and participated in government regulatory proceedings. I was also employed by the country's largest economic forecasting firm, now known as Global Insight. I have been an instructor of economics at PCC for the past four years.

**Norman K. Solomon:**

Brigham Young University (1968 -BA *cum laude* in History)

Utah State University (1975 - MS in Economics)

Portland State University (2009 - Middle East Studies Certificate)

U. S. Army Security Agency (1968-1973) Linguist: French & Khmer

Teaching

Language Training Mission (Provo, Utah), French Instructor (1967-68)

Utah State University, Teaching Assistant (1974-76, 1982)

Idaho State University, Visiting Instructor (1977)

Chemeketa Community College, Adjunct Instructor (1978-82, 1984-85, 2004)

Western Oregon State College, Adjunct Instructor (1985-90)

Willamette University, Adjunct Instructor (1990-97)

Portland Community College, Adjunct Instructor (2007-present)

Research

Oregon Traffic Safety Commission (1978-79), Research Analyst (Program Planner)

Oregon Real Estate Division (1980-81), Assistant Education Director

Oregon Economic Development Department

Research Analyst (Industrial Property Inventory), 1982-84

Enterprise Zone Program Manager, 1985-87

Senior Policy Analyst (Education and Manpower Development), 1987-88

Oregon Public Utility Commission, Senior Policy Analyst (Energy Conservation), 1988-90

Oregon Department of Corrections, Research Analyst

Community Corrections Division, 1990-95

Research Unit, 1995-97

Offender Information and Sentence Computation, 1997-2003

**Miranda Yip**

M.S., Economics, Portland State University, Portland OR

B.S. in Business with Honor degree: Major in Accounting, Minor in Economics

Oregon State University, Corvallis, OR

## Appendix 9 – PCC Transfer Outcomes in Higher Economics Courses

### Number of PSU Students Having Taken Intro. Micro or Macro

Native (PSU)	49365
PCC	10736
Mt. Hood CC	1699
Clackams CC	1658
Univ. of Oregon	1227
Oregon State Univ.	1202
Clark Col.	877
Chemeketa CC	736
Foreign 4 Yr.	358
Lane CC	328
AP	301
Southern Oregon Univ.	261
Linn-Benton CC	219
Western Oregon Univ	194
Central Oregon CC	157
Univ. of Portland	127
Wash. State Univ.	119
Rogue CC	118
Umpqua CC	110
Lower Columbia Col.	103



**Students Taking and Passing Intermediate Microeconomics (Microeconomic Theory) Based on Source of Introductory Microeconomics Course**

	<b>Passed Introductory Micro at PSU</b>	<b>Transferred Introductory Micro</b>
<b>Did not take/Did not pass Microeconomic Theory: Total (Percentage)</b>	8011  95.8%	10155  96.9%
<b>Took and passed Microeconomic Theory: Total (Percentage)</b>	349  4.2%	320  3.1%

**Students Taking and Passing Intermediate Macroeconomics (Macroeconomic Theory) Based on Source of Introductory Macroeconomics Course**

	<b>Passed Introductory Macro at PSU</b>	<b>Transferred Introductory Macro</b>
<b>Did not take/Did not pass Microeconomic Theory: Total (Percentage)</b>	6086  95.4%	9156  97.0%
<b>Took and passed Microeconomic Theory: Total (Percentage)</b>	292  4.6%	282  3.0%

Analysis by James Woods (PSU). Additional notes from Prof. Woods concerning the PSU economics program:

- Grade distributions between transfer introductory courses and native are dissimilar. The Transfer students rarely have +/- grades while the native students are much more likely.
- There are large variations in the grade distributions between faculty members.
- Transfer data is almost always information about passing grades. We don't have information about those that did not pass.
- Grade data, beyond passing, does not have a lot of information. As a consequence, this analysis focuses on passing classes -- not the final grades.